



Roman Road Primary School

SEF 2023 – 2024

Other key documents linked to school improvement and development:

- Report from School Improvement Partner Report (November 2021)
- Subject Leaders Action Plans
- Reading Recovery Action Plan
- Pupil Progress Reports (FS, reading, writing, maths SEN)
- Pupil Progress Data
- School Development Plan
- Applicable Policies and SOW

SECTIONS

SECTION 1 – School Characteristics

SECTION 2 – Outcome of Targets 2022-23 and Key Next Steps 2023-24

SECTION 3 - Test and Teacher Assessment data

SECTION 4 – Teaching and Learning, monitoring and observations

SECTION 5 - Leadership and Management

SECTION 6 - Behaviour and Safeguarding

SECTION 7 - Moral, Social, Cultural, Spiritual Development, SRE, Pupil and Staff Wellbeing

SECTION 8 – SEN/Inclusion/Disadvantaged/Pupil Premium

SECTION 9 – Extended School Services and Community

SECTION 10 - Attendance (including during and after lockdowns)

SECTION 11 – Sport and Sports Pupil Premium

SECTION 12 – Foundation Stage

SECTION 13 –Curriculum, Standards and Rationale

SECTION 14 – Forest Schools Outdoor learning

SECTION 15 -Review from OFSTED 2023

SECTION 1 – School Characteristics

Pupils on roll: 371

Educational setting: Primary Maintained (London Borough of Newham)

EAL Pupils:

English as additional Language	number	%
EAL	261	70%
Not EAL	110	30%

EAL Pupils Breakdown:

First Language	number	%
Akan (Twi/Asante)	2	.5%
Amharic	1	.2%
Arabic (Algeria)	1	.2%
Bengali	57	15%
Bengali (Sylheti)	8	2%
Bulgarian	8	2%
Chinese	2	.5%
Dari Persian	1	.2%
Edo/Bini	1	.2%

First Language	number	%
Malayalam	5	1%
Other Language	3	1%
Pahari (Pakistan)	0	
Panjabi	1	.2%
Panjabi (Pothwari)	1	.2%
Pashto/Pakhto	8	2%
Polish	7	2%
Portuguese	4	1%
Portuguese (Brazil)	1	.2%

English	113	30%
Farsi/Persian (Any Other)	2	.5%
French	2	.5%
Georgian	1	.2%
Gujarati	5	1%
Hindi	4	1%
Hungarian	2	.5%
Igbo	2	.5%
Information not obtained	1	.2%
Kannada	0	
Kurdish	2	.5%
Lingala	3	1%
Lithuanian	6	2%
Luganda	1	.2%

Romanian	33	9%
Romanian (Moldova)	5	1%
Romanian (Romania)	0	
Russian	7	2%
Sinhala	2	.5%
Somali	13	4%
Spanish	4	1%
Tamil	6	2%
Telugu	5	1%
Turkish	3	1%
Urdu	32	9%
Vietnamese	1	.2%
Wolof	2	.5%
Yoruba	2	.5%

Ethnicity breakdown:

Ethnicity	number	%
Afghan	4	1%
Any other Black background	19	5%
Any other mixed background	21	6%
Arabic	1	.2%
Bangladeshi	77	21%
Black - Nigerian	12	3%

Ethnicity	number	%
Other Asian	8	2%
Other Black African	5	1%
Other ethnic group	1	.2%
Pakistani	33	9%
Refused	4	1%

Black - Somali	11	3%
Black Caribbean	8	2%
Chinese	1	.2%
Filipino	3	1%
Indian	29	8%
Information Not Yet Obtained	17	5%
Iranian	3	1%
Iraqi	2	.5%
Latin/South/Central American	3	1%

Sri Lankan Sinhalese	1	.2%
Sri Lankan Tamil	2	.5%
Turkish/Turkish Cypriot	2	.5%
Vietnamese	1	.2%
White - British	22	6%
White and Asian	2	.5%
White and Black African	1	.2%
White and Black Caribbean	4	1%
White Eastern European	66	18%
White Other	6	2%

Pupil Premium:

Pupil Premium	number	%
Yes	98	26%
No	273	64%

Free School Meals

Free School Meals	number	%
Yes	98	26%
No	273	62%

SEN:

SEN Support	pupils	%
SEN	45	12%
Not SEN	326	88%

SEN funded:

Of the SEN pupils those with higher top-up Funding	pupils	%
Additional funding	8	2%
No additional funding	363	98%

SECTION 2 – Outcome of Targets set 2022-23 and Key Targets for 2023-24

Outcome of Whole School Key Targets 2022-23

Target

Over a 2 year cycle, to carry out observations in non-core subjects

Most teachers will receive a maths, Literacy, and one non-core subject observation over the school year. This target has been set so that we can monitor the standards of teaching in non-core subjects to ensure they are up to the standards of teaching in Maths and English. This will also help coordinators to know CPD requirements and enable them to support teachers where required. These observations will be graded as per maths and English and RI lessons will be revisited. They will allow coordinators to question learners and to ensure cross curricular opportunities are being utilised by teachers.

Outcome

All non-core subjects are now on the non-core observation rota. Observing lessons aside from maths and English has allowed coordinators to strengths and areas to improve in their subjects; to set whole school targets and to support teachers where required. Observation data has shown that teaching non-core subjects is in line with core subjects and overall is good to outstanding.

Target

To develop the consistency of writing across the curriculum.

Children are writing well in their English lessons and books and now we want to ensure that they are writing in a writing similar way across the curriculum. We will be carrying out an audit to generate next steps and then providing training and support for teachers to ensure that children's writing is of the highest possible standard

Outcome

Children in Reception begin writing in books from September. Writing activities are based around the topics being taught at the time and closely linked to their phonic knowledge. Writing activities are planned around meaningful ideas so that children develop an understanding that words carry meaning. For example, during our traditional tale topic, teachers set wolf footprints around the classroom and school. Children were asked to create a beware poster to warn everyone in the school. Such lessons, encourage children to produce high standard writing

Target

To run Forest Schools as an extended after school club service.

This runs from September to December week beginning 19th September and lasting for 10 weeks. The intake is 20 children for group 1 (Years 4, 5 & 6) and 20 children for group 2 (years 1, 2 & 3). The forest school after school programme is designed to enable the children to become more familiar with nature. We aim to nurture their understanding of their environment and to make them more aware of how we can aid in sustainability of our world. We hope the children are able to adopt a positive approach to sessions in order for them to improve their social, moral, physical, emotional and spiritual skills. Ideally, we would like for the children to come away from sessions feeling impacted by their own decisions and risk taking through making safe choices with outdoor learning.

Outcome

The children will develop a stronger understanding of the natural world. They will learn to appreciate the environment and will have learned ways to protect it in a sustainable way. Furthermore, the children will have developed their social skills by working with children from various year groups to enhance their skills with outdoor learning. They will have enhanced their spiritual understanding and use the time to build a growth mindset when taking small achievable risks to meet challenges head on.

Target

To devise a new SEF that is less data dominated and which promotes and celebrates achievement at Roman Road in all areas. Our current SEF is strongly data, analysis and target driven. This new SEF will complement our current SEF whereby the current SEF will back up or evidence the commentary and statements and outlined in the new SEF. We will maintain both SEFs.

Outcome

We now have SEF data (this SEF) and a second SEF that is less data driven. The second SEF contains sections for our curriculum intent, our curriculum implementation and the curriculum impact. We also self-analyse personal development, welfare, safety, leadership, and management in this SEF. This SEF also has Next Steps and an overall evaluation. The second part contains several key questions regarding the intent, implementation and impact of our curriculum. Each question has been responded to in detail with evidence and commentary.

Target

In maths to further, develop children's responses in explaining what strategy or method they used in reaching a solution by using open-ended questioning.

During lesson observations, learning walks, book monitoring and supporting teachers, it has been observed that children's responses could be further developed. More exposure to mathematical vocabulary and open-ended questioning will give children the opportunity to explain their thinking and thought process in reaching a solution. Questioning should consolidate understanding of concepts and methods, stretch all children's thinking and reasoning and be an opportunity to demonstrate the reasoning and the thought processes children need when responding

Outcome

EYFS have been focusing a lot on developing the understanding and use of mathematical vocabulary within math lessons. Teachers ensure that they are always exposing children to much mathematical vocabulary and encouraging children to use it in their talk as well. Coral learning where children listen and repeat is really helping children to develop crucial mathematical terms and meaning. Children in Nursery and Reception are given many opportunities to make links between their learning through open-ended questions and discussions. Children are given lots of

opportunity for math TALK. To talk about their mathematical ideas and verbally explain why and how. Children are given many opportunities to EXPLORE math. Exploring math helps children to identify their own knowledge and understanding and make those crucial links between old and new concepts/learning. Teachers in EYFS ensure that their math lessons have effective challenges that encourage children to apply their knowledge.

Target

To develop the consistency of writing across the curriculum.

Children are writing well in their English lessons and books and now we want to ensure that they are writing in a writing similar way across the curriculum. We will be carrying out an audit to generate next steps and then providing training and support for teachers to ensure that children's writing is of the highest possible standard

Outcome

Children in Reception begin writing in books from September. Writing activities are based around the topics being taught at the time and closely linked to their phonic knowledge. Writing activities are planned around meaningful ideas so that children develop an understanding that words carry meaning. For example, during our traditional tale topic, teachers set wolf footprints around the classroom and school. Children were asked to create a beware poster to warn everyone in the school. Such lessons encourage children to produce high standard writing.

Outcomes of Subject Targets for 2022-23

Mathematics

Target

- To increase the rate of progress made by children in maths through securing multiplication facts and achieving a higher percentage of children who score 24 or 25 in the Multiplication Tables Check in June 2023.

From the June 2022 MTC data 54% of children scored 24 or 25 (maximum 25 marks) so we would like to improve on this figure.

Outcome

Various strategies i.e. MTC parents meeting, times tables homework, weekly testing, mental maths sessions focused on times tables have been put in place for children to learn multiplication facts to improve fluency and gain rapid recall. Children are given 6 seconds to answer a multiplication question up to the 12x tables. Here are the results from June 23 MTC:

MTC Score (out of 25)	Set 1 18 children	Set 2 19 children	Set 3 2 children	Total 39 children
24-25	15/18 83%	3/19 16%	0/2 0%	18/39 46%
20+	18/18	11/19	0/2	29/39

	100%	58%	0%	74%
15+	18/18 100%	17/19 89%	0/2 0%	35/39 90%
<15	0/18 0%	2/19 11%	2/2 100%	4/39 10%

Just under half the children attained maximum marks (46%) which is lower than the previous year but 74% scored 20 marks or above, which shows they have a good level of fluency in recalling multiplication facts.

This target will continue next year to try and increase the percentage of children who are secure in recalling multiplication facts and to improve the percentage of children who score maximum marks. In September 2023 we introduced Times Table Rockstars which is an online platform, which has a track record of boosting children's fluency and recall in multiplication and division. It uses question-based games automatically adapted to each child's learning needs, helping them to recall their times tables in record speed. We will also be hosting a number of competitions throughout the school year to motivate children to learn and practise their times tables.

Target

- **To incorporate an updated scheme of work and assist teachers with planning using the updated version.**

White Rose have updated and modified their scheme of work. Many concepts are broken down further into smaller manageable steps so children find it easier to grasp and gives them more of an opportunity to gain a deeper understanding. Recap of previous learning is built in the new scheme meaning teachers can build on prior knowledge and identify if there are any gaps before progressing further. With this increased focus on planning a learning journey, children will have a greater chance of gaining mastery.

Outcome

Teachers have been using the White Rose updated scheme of work for planning Maths and overall it has been a success as it has allowed children to follow a CPA approach which in turn has built fluency and reasoning skills. The new scheme has broken down many learning objectives into smaller steps which gives the children opportunities to gain a strong understanding of key concepts. Planning is monitored every half term and written feedback is given to each teacher. In Maths excellent levels of progress and attainment have been made.

Target

- **To further develop children's responses in explaining what strategy or method they used in reaching a solution by using open-ended questioning**

During lesson observations, learning walks, book monitoring and supporting teachers, it has been observed that children's responses could be further developed. More exposure to mathematical vocabulary and open-ended questioning will give children the opportunity to explain their thinking and thought process in reaching a solution. Questioning should consolidate understanding of concepts and methods, stretch all children's thinking and reasoning and be an opportunity to demonstrate the reasoning and the thought processes children need when responding.

Outcome

Progress has been made (evidenced by monitoring of planning and books, observations and learning walks) developing children's responses in explaining a solution to a given problem. For planning, teachers are asked to write in questions on the plan including a variety of open-ended questions. This allows children to think individually, talk in partners, work in groups and share solutions with the class. Teachers are then able to model different strategies and methods, allowing consolidation and an opportunity to share children's thinking, ideas and develop reasoning skills.

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Reading

Target

- To retrieve evidence to support a given viewpoint or idea. This has been selected as a target as through observations during learning walks, working alongside children and evidence from grid analysis this is a whole school weakness. Children can express opinions but need further experience in specifically identifying information from within a text.

Outcomes

This has been tackled through Guided Reading. Teachers have been specifically teaching Point Evidence and Explanation in order to answer retrieval style questions. In Year 2, the format of reading lessons has been adapted to focus on retrieval style questions and evidence based questions. Recent test analysis shows that this area has improved and through discussions with reading group leaders in the school.

Target

- To analyse the language choices of the author. This has been selected as a target as through observations during learning walks, working alongside children and evidence from grid analysis this is a whole school weakness. Children need further opportunities to analyse new vocabulary independently. Opportunities will be made in reading lessons throughout the school to enable this to happen.

Outcomes

Teachers in KS2 have been using clarification books during Guided Reading that has then transferred into other lessons to build their banks of synonyms. Children have been regularly recording their thoughts and reflections in reading records where they have been discussing the authors choice of language. This has been successful but will be an ongoing target.

Target

- To continue to strengthen the teaching of reading and guided reading. The Guided Reading programme in KS2 has been tailored to the needs of our children and adaptations are made to the programme to try and ensure consistency and ongoing improvement for the children to ensure the best possible outcomes.

Outcomes

Reading Lead has been checking in with teachers at least twice a half term and running master classes. Progress meetings have been focused so that teachers can apply new strategies with lower attaining pupils. Changes have been made to the guided reading programme to promote more independent working and also individual adaptations have been made for specific classes and teachers depending on learning styles and needs.

Writing

Target

- Improve greater depth writers by providing INSET re higher order grammar skills. We would like to maintain the consistency of the greater depth writers in the school. Teachers will be receiving ongoing support to ensure that targets are being met and that children are being pushed to produce the highest standard of work possible. Pupil progress meetings will be used to identify children in these groups who require extra support.

Outcomes

Over the course of the last academic year the percentage of children achieving the higher levels of attainment for Writing has increased across the school. Teachers have been supported with the pitch of learning and interventions have been put into place to address individual need.

Data: Year 2 Greater Depth 14%

Year 6 Greater Depth 49% for Writing 58% for Grammar

Target

- To re-evaluate poetry curriculum to ensure progression across school then to provide INSET and to monitor. This target has been generated from discussions with teachers. Teachers have identified with the coordinator weaknesses in their knowledge and understanding of how to teach poetry.

Outcomes

Units have been adapted and changed through consultation with teacher. New resources have been ordered and sources and these have enabled a wider range of strategies to be used in English lessons. The Reading and Writing Coordinator have attended external training and have delivered whole school training to school.

Target

- To consolidate the use of punctuation in writing through editing. This target has been chosen because it is a consistent weakness when looking at children's work. Children need to be reminded to focus on punctuation in their work and applying the skills that have been taught.

Outcomes

Standards of punctuation are improving across the school and children are becoming more confident at editing and improving their own work. Monitoring of teachers marking shows that common errors are being addressed and in the younger years of the school children are not consistently making the same errors, which shows a significant improvement on previous moderation cycles. This will be an ongoing target as it needs to be further embedded into curriculum.

Target

- To develop the consistency of writing across the curriculum. Children are writing well in their English lessons and books and now we want to ensure that they are writing in a writing similar way across the curriculum. We will be carrying out an audit to generate next steps and then providing training and support for teachers to ensure that children's writing is of the highest possible standard.

Outcomes

In the Summer of 2023, I conducted a writing audit across the Foundation Subjects.

Findings:

- 1./ Children's handwriting and presentation in the foundation subjects was on par with writing in their English Books.
- 2./ Some subjects eg History, easily showed writing through the tasks given.
- 3/ There were a variety of genres showing cross curricular work eg poetry, explanations, non-chronological reports etc.

Target

- To be able to speak audibly and fluently with an increasing command of Standard English. Some children are still at early stages of language development and are learning English as an additional language. This will enable children to learn sentence structures and vocabulary that will enable them to write fluently and creatively. Children are not always explaining themselves clearly and with enough depth that sometimes hinders their writing as well as their speaking.

Outcomes

Language development will be an ongoing target in the school but strategies put into place are beginning to have an impact on learning. Vocabulary books are being used to learn and embed new vocabulary learnt through reading. Similarly, drama activities are having a positive impact and staff have received both drama training and training around carrying out debates which has significantly helped to improve children's vocabulary. In addition, class assemblies have begun again after COVID, which are helping children to develop their understanding. In addition to this, EAL interventions are being carried out which is giving children further access to speaking and listening.

Assessment and Tests

Target

- **To ensure non-core subject monitoring and assessments are taking place effectively**

Weaknesses and inconsistencies were identified through monitoring so a new monitoring cycle and assessment template has been put into place for all non-core subjects. Support will be given to all non-core leads so they can monitor and assess effectively through learning walks, lesson observations, books and planning. Assessments will be used to identify strengths and weaknesses and implement targets.

Outcome

Non-core monitoring is now consistent through a monitoring cycle. Learning walks take place twice a year for each non-core subject and monitoring is done effectively through learning walks, formal lesson observations, monitoring books and planning on a half-termly basis. Assessment are used to identify strengths and weaknesses and from these targets are given. At the end of the academic year, a non-core assessment report is produced and progress and attainment figures are recorded.

Target

- **Introduce formal lesson observations for non-core subjects**

English and Maths lessons are of a consistently good standard and the non-core subjects require the same level of support. Observing and grading non-core subjects will raise standards, inform the coordinators and highlight support and professional development.

Outcome

This has been extremely successful. Teachers were observed on one non-core subject, as well as receiving the usual Maths and English observations during an observation week. All the observations were graded good or higher except one. A revisit was scheduled for this. In having formal observations for non-core subjects, it allows the subject lead to have in-depth knowledge on the teaching and learning and allows them to raise standards.

Target

- **To continue to evaluate and monitor SEN children who have been given individual targets**

Some children with SEN who cannot access the curriculum have been given individual targets. It is important for these children to be reviewed termly to see their targets need changing or if they are able to access the school curriculum. New children of concern will also be monitored and given individual targets if necessary.

Outcome

This is an on-going target which works for the SEN children working in the communications room. Targets are reviewed regularly and as a result, some children have been moved in order to access the school curriculum.

SRE and PSHE

Target

- All classes to have a calm corner- a place for children to emotionally regulate. Link to PSHE and Mental health assemblies. This is so children have a safe space to calm themselves down and consider how they are feeling. Worry boxes in corner.

Outcomes

After visiting every classroom in the school, each class now has a Calming Corner for the children to use to regulate their emotions when required. Each class has a worry box, which are looked into by the teachers and myself on a regular basis. Some comments from the worry boxes have informed cause for concern issues and have enable the safe guarding team to respond.

Target

- To carry out a PSHE learning walk across school. To inform coordinator of teaching and learning. To question children about their understanding of the PSHE lessons

Outcomes

Throughout the learning walk, I have observed that there are displays in each class promoting PHSE. The children are able to express themselves in safe and understanding environment. I have observed lessons where the correct terminology relating to PHSE is being used and the children are encouraged to use their voice to fully participate in lessons.

Key Targets for 2023-24

Development of Writing across the Foundation Subjects

To ensure consistency of writing across the Foundation Subjects. We at Roman Road expect children to be consistent with their writing and presentation across the Foundation Subjects as this shows real understanding of pupils' literacy skills.

There was an audit of writing across the Foundation Subjects which shows a consistency of presentation, a variety of work and some links to different genres. The next step is for opportunities for links to English genres to be identified in order to ensure links can be made.

To consolidate the end of unit self evaluations.

All subjects have an introduction to the topic (What do I know? What do I want to find out?) which is completed either individually or as a class. This allows teachers to assess prior learning in order to build on what children already know. Children can think about their own prior knowledge of the topic and consider what they want to find out. This is to stimulate interest and enquiry into their own learning. The questions are, "What do I know?" and "What do I want to find out?"

The next step is to allow time and ensure children complete the "What I have learnt?" section so that they are able to look back at what they have learnt in order to deepen their understanding and knowledge.

For pupils to develop long term memory by making links across the curriculum.

Our comprehensive cross curricular units and overview map will ensure learners can make links to key skills and knowledge across the curriculum. The curriculum has been designed to ensure there are opportunities for revision and review. Teachers and children link current learning to previous learning using the beginning of unit Questions. The continuation of learning walks and lesson observations will empower teachers to ask pupils meaningful questions to support the development of memory recall. This is so teachers and children make links to what has been learnt before in previous year groups. Children are able to recall where they have studied a previous unit and how it links to new skills and knowledge. This should further develop long term memory and children's understanding.

To Develop Vocabulary through Vocabulary Books

We have a newly devised 'Foundation Subjects Key Vocabulary' booklet which lists key vocabulary and facts for all topics learnt. This was in order to develop subject specific vocabulary to increase our children's vocabulary. This is to promote long term memory and also help 'home learning'. g for that term and so that they can support their child's learning at home. To evaluate the use of the booklets at home and at school.

The booklets contain a definition of the vocabulary as well as facts and knowledge for the children to learn, in order to increase their general knowledge. We will consider different methods to evaluate the learning of the vocabulary, facts and knowledge.

Impact: Children learn and use the vocabulary for the topic. They also develop and increase their general knowledge. They have an increased cultural capital for the subject they are learning.

Additional Topic Targets

Mathematics

Target

- To continue to support children in making progress in Maths through 'reasoning' style questions

This was a whole school target last year and evidence through lesson observations, monitoring, learning walks and assessment have shown that children have made good progress. This target will continue as reasoning skills is such an important part of the Maths curriculum.

Reasoning in maths is the process of applying logical thinking to a situation to derive the correct problem solving strategy for a given question, and using this method to develop and describe a solution. It is the bridge between fluency and problem solving. Children ideally need to develop 'resilience' and learn to take time and exploration in order to develop their reasoning skills.

Strategies to continue to support children in making progress in 'reasoning' include:

- Concrete, pictorial and abstract approach to teaching
- Outstanding teacher modelling

- CPD
- Practise fluency
- Practise reasoning style questions (in teacher modelling and independent)
- Practise problem-solving questions
- Developing resilience
- Developing confidence

Target

- To increase the rate of progress made by children in maths through securing multiplication facts and achieving a higher percentage of children who score 24 or 25 in the Multiplication Tables Check in June 2023

From the June 2023 MTC data 46% of children scored 24 or 25 (maximum 25 marks). We are working to improve on this figure.

Target

- To support children in developing efficient and effective strategies in mental calculations

Mental calculations are practised at the beginning of Maths lessons for 5 to 10 minutes daily. We aim to teach efficient and effective strategies to improve fluency and give children a repertoire of methods to aid calculations. Mental Maths is important as it keeps our brains quick and sharp and it is a skill used in every day life. Children will be equipped to choose an effective strategy and work calculations out efficiently in their heads, which will also support children's understanding and making progress in fluency and reasoning.

Reading

Target

- To analyse the language choices of the author. This has been selected as a target as through observations during learning walks, working alongside children and evidence from grid analysis this is a whole school weakness. Children need further opportunities to analyse new vocabulary independently. Opportunities will be made in reading lessons throughout the school to enable this to happen.

Target

- To encourage KS1 children to regularly read at home. This has been selected as a target as lots of children are not regularly reading either independently or with a parent at home. Children need opportunities to reinforce learning at school and develop reading fluency.

Target

- To ensure that over the Autumn term children in Year 1 learn all Set 1,2 and 3 sounds. This has been selected to help children segment and blend words and sounds and build words. This will accelerate children's progress/ speedy reading and move them towards reading storybooks fluently quicker than previously.

Writing

Grammar

Target

Reason: To encourage and develop correct grammar usage to raise standards of English.

- To develop a thorough programme for the teaching of Grammar which shows progression.
- To use higher level tenses.
- To use a range of sentence structures.
- For children to independently self edit their work and use a range of punctuation.

Spelling and Handwriting:

Target

Reason: To develop consistency across the school in spelling and to develop fine motor skills which are lacking in some children.

- To develop Vocabulary lists for specific genres.
- To ensure that the Spelling Bee programme is being consistently and effectively applied across all year groups
- To develop handwriting and presentation across the school.

Stories from other Cultures:

Target

- Teachers have asked that the stories are more relevant to our children.
- To relook at Stories from Other Cultures to ensure stories are relevant and there is progression.

Assessment

Target

- Introduce a revised assessment system for Reading, Writing and Maths to monitor progress and attainment by using formal testing twice a year
Currently we use formal testing three times a year to monitor progress and attainment. We are looking to change this to twice a year (January and June). One of the reasons for this is it will eliminate the need for testing in March and with a later Autumn assessment, it allows children to cover more content on the curriculum before doing the test. By doing this we are still creating an accurate picture of progress and attainment over the year

Target

- Assessment Lead to organise data reports for progress and attainment

Assessment lead marks tests and inputs the data onto the Assessment spreadsheet. A new role for the lead is to organise data reports for Reading, Writing and Maths during the assessment cycle.

Target

- To continue to evaluate and monitor SEN children who have been given individual targets

Some children with SEN who cannot access the curriculum have been given individual targets. It is important for these children to be reviewed termly to see their targets need changing or if they are able to access the school curriculum. New children of concern will also be monitored and given individual targets if necessary.

SRE, PSHE and Wellbeing

Target

- Provide insets for the teachers about managing stress in the work place. To promote wellbeing for all staff and give strategies to manage stress.

Target

- I would like to further promote PHSE across the school by getting the children from each year group to create a large display of their work in a main hall area.

Target

- Adapting the monitoring form for planning and bookwork. Ensuring that the monitoring form is more applicable to PHSE and so that the bookwork is more developed.

Grade: Outstanding

SECTION 2 - Test and Teacher Assessment Data

Key Stage 2 2023

Attainment – FFT - Provisional key stage 2 test results 2023

	Expected +	Greater Depth
Reading/writing/maths	86%	25%
Reading	90%	34%
Writing	93%	49%
Mathematics	95%	56%
Grammar	92%	58%

Attainment Trends (2023 provisional)

	2021	2021	2022	2022	2023	2023	2023	2023
	RR Expected +	RR GD	RR Expected +	RR GD	RR Expected +	RR GD	National Expected +	National GD
Reading	98%	85%	95%	58%	90%	34%	61%	8%
Writing	90%	44%	92%	58%	93%	49%	74%	29%
Maths	90%	74%	97%	71%	95%	56%	73%	13%
Grammar	n/a	n/a	95%	65%	92%	58%	74%	25%

Commentary

Expected in line with 2022 for reading, writing maths expected

Reading, writing and maths consistently above 90% for reading, writing and maths over four-year period above

Reading, writing and maths consistently averaging over 40% greater depth over last four years

Reading, writing maths expected 30% or above National expected results

Reading and writing significantly above National results for greater depth

Maths over 40% above national for greater depth maths

Attainment Cohorts (Provisional)

	Reading Below age expected	Reading at expected	Reading GDS	Reading expected+	writing below	writing at expected	writing GDS	writing expected +	maths below	Maths at expected	maths GDS	maths expected+
All	6/59 10%	33/59 56%	20/59 34%	53/59 90%	4/59 7%	26/59 44%	29/59 49%	55/59 93%	3/59 6%	23/59 39%	33/59 56%	56/59 95%
Male	2/25 8%	15/25 60%	8/25 32%	23/25 92%	2/25 8%	11/25 44%	12/25 48%	23/25 92%	2/25 8%	11/25 44%	11/25 44%	23/25 92%

Female	4/34 12%	18/34 53%	12/34 35%	30/34 88%	2/34 6%	15/34 44%	17/34 50%	32/34 94%	1/34 3%	11/34 32%	22/34 65%	33/34 97%
SEN	3/13 23%	8/13 62%	2/13 15%	10/13 77%	3/13 23%	11/13 85%	2/13 15%	10/13 77%	2/13 15%	8/13 62%	3/13 23%	11/13 85%
FSM	3/22 14%	9/22 41%	10/22 45%	19/22 86%	2/22 9%	11/22 50%	9/22 41%	20/22 91%	1/22 5%	9/22 40%	12/22 55%	21/22 95%

Commentary

Male and female results broadly in line for reading, writing and maths

FSM in line with non-FSM for expected and greater depth for reading, writing and maths

SEN below non-SEN for expected and greater depth for reading, writing and maths

KS2 Pupils not reaching expected standard

Reading

<u>Pupil</u>	<u>Reasons for Recheck</u>
A	Missed a lot of school due to serious injury- was hospitalised.
B	Moderate learning difficulties

C	Pupil struggles under test conditions particularly higher mark questions.
D	Non Verbal child with statement of educational needs
E	Absences due to operations on hand- was one mark away
F	Complex learning needs.

Writing

<u>Pupil</u>	Reasons for Recheck
A	Moderate learning difficulties.
B	Complex learning needs
C	Non verbal child with statement of educational needs.

Maths

<u>Pupil</u>	Reasons for Recheck
A	Moderate learning difficulties.
B	Complex learning needs
C	Non verbal child with statement of educational needs.

KS1 - KS2 Progress

Progress for pupils at Roman Road in KS1 and KS2 (In house data)

	Less than expected progress	Expected progress	More than expected progress	Expected / More than expected
Reading	10/46 22%	27/46 59%	9/46 20%	36/46 78%
Writing	1/46 2%	32/46 70%	13/46 28%	45/46 98%
Maths	2/46 4%	30/46 65%	14/46 30%	44/46 96%

Commentary

98% of pupils made expected or more than expected progress for writing. This evidences that termly assessment for written work is helping track and ensure progress

96% pf pupils made expected or more progress for maths. This evidences that the White Rose scheme of work and the support around embedding this has helped track and ensure progress.

Progress data from FFT December 2023

School against National

	Roman Road	National
<u>Attainment</u> Average scaled score reading and maths	108.9	104.6
<u>Attainment</u> % expected standard+ reading/writing/maths	86%	59%
<u>Progress</u> Average scaled score reading and maths	+2.5	0
<u>Progress</u> % expected standard + reading/writing/maths	+18%	0%

Commentary

Significantly above National for Average Scaled Score - reading and maths

Significantly above national for % expected standard + reading/writing/maths

Progress percentages and Average Scaled scores from FFT

	2022 results	2023 results		2022 progress	2023 progress
Number of pupils matched	38	59		95% matched with KS1 results	95% matched with KS1 results
% expected standard + reading/writing/maths	92%	86%		+24	+18%
% higher standard reading/writing/maths	45%	25%		+34%	+14%
Average scaled scores reading/GPS/maths	111.9	109.6		+5.8	+3.2
Average scaled scores reading and maths	111.2	108.9		+5.2	+2.5
%Expected standard reading	95%	90%		+14%	+9%
%Higher standard reading	58%	34%		+22%	-2%
Scaled score reading	110.3	107.1		+3.9	+0.1
%Expected standard writing	92%	93%		+15%	+14%
%Higher standard writing	58%	49%		+40%	+31%
Scaled score Writing	107.4	106.4		=6.0	+4.9
%Expected standard maths	97%	95%		+16%	+14%

%Higher standard maths	71%	56%		+44%	+25%
Scaled score Maths	112.1	110.7		+6.4	+4.6
%Expected standard grammar	95%	92%		+12%	+12%
%Higher standard grammar	66%	58%		+29%	+18%
Scaled score Grammar	113.3	110.0		+6.1	+3.0

Commentary

2022-23 comparative data

Attainment - Higher standard reading significantly down on 2022

Attainment - Higher standard maths significantly down on 2022

Attainment - Higher standard reading, writing, maths significantly down on 2022

Progress - % making higher standard reading/writing/maths significantly down on 2022

Progress - % making higher standard reading significantly down on 2022

Progress - % making higher standard maths significantly down on 2022

Cohort Percentages and Average Scaled Sores form FFT

	Actual results				Pupil progress		
	Average scaled score reading and maths	% expected standard reading/writing/maths	% higher standard reading writing /maths		Average scaled score reading and maths	% expected standard reading/writing/maths	% higher standard reading/writing /maths
All pupil 59	108.9	86%	25%		+2.5	+18%	+14%
Male 25 pupils	108.7	88%	28%		+2.9	+25%	+18%
Female 34	109.1	85%	24%		+2.2	+14%	+10%
Pupil Premium FSM last 6 years	109.5 23	83%	30%		+4.3	+20%	+25%
Not FSM last 6 years	108.6 36	89%	22%		+1.4	+18%	+26%
SEN	106.0 12	75%	8%		+2.0	+24%	+3%
EAL 1 st language not English	109.1 36	83%	31%		+2.6	+15%	+19%
EAL First language English	108.6 23	91%	17%		+2.3	+23%	+6%
White	108.7	71%	29%		+4.3	+8%	+22%

	7						
Black African	108.9 7	86%	29%		+2.2	+10%	+19%
Pakistan	109.5 7	100%	43%		+1.8	+23%	+29%
Bangladeshi	108.8 19	74%	26%		+3.7	+19%	+19%

Commentary

Attainment

School significantly above National average for attainment reading/maths at expected and higher standard

Pupil Premium and non PP in line for % expected standard reading/writing/maths

SEN significantly below all pupils for % expected standard and higher standard for reading/writing/maths

EAL significantly below Non EAL for % higher standard for reading/writing/maths

Of the significant ethnicity groups:

Pakistan and Black African were in line or above 'all pupils' for % expected standard and higher standard for reading/writing/maths

White and Bangladeshi were in line with 'all pupils' for higher standard for reading/writing/maths but significantly below for at expected standard

Commentary

Attainment

School significantly above National average for progress (value added) for reading/maths at expected and higher standard

SEN were above 'all pupils' for progress between KS1 and KS2 for expected standard for reading/writing/maths but significantly below for higher standard

Pupil Premium (FSM last 6 years) were in line with Non FSM for both expected standard and higher standard for reading/writing/maths but significantly

Pupil Premium (FSM last 6 years) were significantly above 'all pupils' for higher standard for reading/writing/maths

EAL was significantly above Non EAL for higher standard for reading/writing/maths and above 'all pupils' higher standard

Of the significant ethnicity groups:

White was significantly below expected standard for reading/writing/maths but significantly but above 'all pupils' for higher standard

Pakistani was significantly above expected standard and higher standard for reading/writing/maths

Key Stage 2 Provisional Attainment Results for 2023-24

From FFT Provisional data

	Roman Road EXS+	Roman Road GD	National EXS +	National GD
Reading	85%	36%	69	19
Writing	88%	27%	61	8
Mathematics	87%	37%	71	17
Grammar	89	49		

Commentary

Over a quarter of all year two student reached greater depth for reading, writing maths

School results were significantly above national results for all subjects for both expected and greater depth

Cohort Attainment KS1 (In House data) 2022-23

	Reading Below age expected	Reading at expected	Reading GD	Reading expected+	writing below	writing at expected	writing GD	writing expected+	maths below	Maths at expected	maths GD	maths expected+
Year Group	11/50 22%	31/50 62%	8/50 16%	39/50 78%	11/50 22%	32/50 64%	7/50 14%	39/50 78%	9/50 18%	26/50 52%	15/50 30%	41/50 82%
Male	8/29 28%	16/29 55%	5/29 17%	21/29 72%	8/29 28%	17/29 59%	4/29 13%	21/29 72%	6/29 21%	13/29 45%	10/29 34%	23/29 79%
Female	3/21 14%	15/21 71%	3/21 14%	18/21 86%	3/21 14%	15/21 71%	3/21 14%	18/21 86%	3/21 14%	13/21 62%	5/21 24%	18/21 86%
SEN	6/9 67%	3/9 33%	0/9 0%	3/9 33%	7/9 78%	2/9 22%	0/9 0%	2/9 22%	5/9 56%	4/9 44%	0/9 0%	4/9 44%
FSM	7/19 37%	10/19 53%	2/19 11%	12/19 63%	7/19 37%	10/19 53%	2/19 11%	12/19 63%	6/19 32%	10/19 53%	3/19 16%	13/19 68%

Commentary

Females attained significantly better than boys for expected reading, writing and maths

SEN ate expected and greater depth were significantly below non SEN

Male and female greater depth were in line for reading, writing and maths

KS1 Pupils not reaching expected standard

Reading

<u>Pupil</u>	Reasons for Recheck
A	New to School and at early stage of Learning English. Poor attendance.
B	SEN support- Struggles to concentrate, struggles to retain and recall learning.
C	Struggles to concentrate, struggles to retain and recall learning. Relies heavily on adult support
D	Potential SEN- in process of external assessments
E	New to the school, Early stages of English
F	Diagnosed with Autism, on an EHCP, in Communication room with personalised targets
G	Struggles to retain and recall learning. Relies heavily on adult support. Not secure on Set 2 or 3 phonic sounds.
H	Potential Dyslexic- Struggles to focus, Struggles to retain and recall learning. Relies heavily on adult support. Not secure on Set 2 or 3 phonic sounds.
I	Speech and Language difficulties. Struggles to retain and recall learning. Relies heavily on adult support. Not secure on Set 2 or 3 phonic sounds.

Writing

<u>Pupil</u>	Reasons for Recheck
A	New to School and at early stage of Learning English. Poor attendance.
B	SEN support- Struggles to concentrate, struggles to retain and recall learning.
C	SEN support- motor difficulties due to medical reasons (Cerebral Palsy)
D	Struggles to concentrate, struggles to retain and recall learning. Relies heavily on adult support
E	potential SEN- in process of external assessments
F	New to the school, Early stages of English
G	Diagnosed with Autism, on an EHCP, in Communication room with personalised targets
H	Struggles to retain and recall learning. Relies heavily on adult support. Not secure on Set 2 or 3 phonic sounds.
I	Potential Dyslexic- Struggles to focus, Struggles to retain and recall learning. Relies heavily on adult support. Not secure on Set 2 or 3 phonic sounds.
J	Speech and Language difficulties. Struggles to retain and recall learning. Relies heavily on adult support. Not secure on Set 2 or 3 phonic sounds.

Maths

<u>Pupil</u>	Reasons for Recheck
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A	New to School and at early stage of Learning English. Poor attendance.
B	Struggles to concentrate, struggles to retain and recall learning. Relies heavily on adult support
C	potential SEN- in process of external assessments
D	New to the school, Early stages of English
E	Diagnosed with Autism, on an EHCP, in Communication room with personalised targets
F	Struggles to retain and recall learning. Relies heavily on adult support.
G	Struggles to focus, Struggles to retain and recall learning. Relies heavily on adult support.
H	Speech and Language difficulties. Struggles to retain and recall learning. Relies heavily on adult support.

Year 1 Phonics 2023

<u>Year 1 Phonics Screening check June 2023 result analysis</u>	
Total number of children in cohort	56
Total number of children who took the test:	54 (2 are SEND children who did not take the test)
Girls	35
Boys	21

Number of children who passed the test:	47/56 84%
Number of children who did not pass the check	9 (2 are SEND children who did not take the test)
Boys achieving a score of 32+	17/24 71%
Girls achieving a score of 32+	30/35 85%
Total number of Pupils eligible for pupil premium achieving a score of 32+	8/10 80%
Children achieving full marks (40)	13/56 23%

The table below presents the percentage of children achieving the different score bands.



Phonics Benchmark

2023

Estab. No.	Estab. Name	Cohort	Mark						Outcome					
			No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
-	Local Authority	4,781	3.1%	9.1%	3.1%	3.5%	27.7%	53.5%	33.2	0.0%	0.5%	2.6%	15.7%	81.2%
2058	Roman Road Primary School	56	3.6%	7.1%	1.8%	3.6%	16.1%	67.9%	34.6	0.0%	0.0%	3.6%	12.5%	83.9%

Cohort: NC Year 1 pupils entered for phonics in 2023

■ WT - Working towards standard

■ WA - Working at or above standard

- A higher percentage of our children achieved 37 to full marks compared to the LA (14.4% higher than LA).
- A higher percentage of our children are working at or above standard compared to the LA (2.7% higher than LA).

The table below shows Phonic scores in the past three years.



Etab. No.	Etab. Name	Indicator	Average of Years	Values (& YoY* vs Self)			Values Trend	YoY* vs LA		
				2019	2022	2023		'18 to '19	'19 to '22	'22 to '23
Local Authority - Newham		Cohort	4744	4,917 -	4,535 -382	4,781 +246		-	-	-
		WA	81.7%	86.7% -	77.1% -9.6%	81.2% +4.1%		-	-	-
		APS	0.3	34.7 -	32.6 -2.1	33.2 +0.6		-	-	-
2058 Roman Road Primary School		Cohort	52	52 -	48 -4	56 +8		-	-	-
		WA	84.6%	88.5% -	81.3% -7.2%	83.9% +2.6%		-	+2.4%	-1.5%
		APS	0.3	34.8 -	32.7 -2.1	34.6 +1.9		-	0.0	+1.3

Pupils not reaching expected standard

Pupil	Reasons for Recheck
A	Child has SEND and unable to take the test as they are non-verbal.
B	Child has SEND and unable to take the test as they are non-verbal.
C	Child on SEND. Child is verbal but working at below age expected.
D	Child on SEND. However scored 26 and therefore should pass in year 2 with more time.
E	Child joined our school in summer term with no previous schooling and prior knowledge of phonics and therefore working at the very initial stages of phonics.
F	Child joined our school in summer term with no previous schooling and prior knowledge of phonics and therefore working at the very initial stages of phonics.
G	Child joined our school in summer term with no previous schooling and prior knowledge of phonics and therefore working at the very initial stages of phonics.
H	Child has potential learning difficulties noticeable in Reception. Scored very low but hopefully will pass in year 2.
I	Child has potential learning difficulties and very poor attendance.

Phonics Attainment Trends at Roman Road, Newham and Nationally

	2018	2019	2020	2021	2022	2023
School	88%	89%	81%	84%	81%	84%
Newham	88%	87%	No data	No data	No data	81%
National	82%	82%	83%	No data	No data	No data

Commentary

- Overall, results are in line with previous years (2019:88.5%, 2022:81.3%, 2023:83.9%)
- This year's 2023 result is slightly higher than previous year's 2022 result.
- Percentage of children passing phonic screening in Roman Road is slightly higher than the LA (+ 2.7%)
- There is a slight significant drop in percentage of children passing between 2019 and 2022 (-7.2%). This pattern is also evident in the LA with a significant drop of 9.6% between 2019 and 2022. The main reason for this may be due to the effects of the pandemic. However, the percentage of children passing in 2023 has increased which is very positive.

MULTIPLICATION TABLES CHECK YEAR 4 summer 2023

MTC Score (out of 25)	Set 1 18 children	Set 2 19 children	Set 3 2 children	Total 39 children
24-25	15/18 83%	3/19 16%	0/2 0%	18/39 46%
20+	18/18 100%	11/19 58%	0/2 0%	29/39 74%
15+	18/18 100%	17/19 89%	0/2 0%	35/39 90%
<15	0/18 0%	2/19 11%	2/2 100%	4/39 10%

Commentary

- Just under half the children attained maximum marks (25)

- 3/4 of the cohort are fluent in recalling multiplication facts

Strategies in place

- Multiplication Tables Check letter to be sent to parents and meeting to be held in the Autumn Term
- ‘Times to climb’ multiplication facts for years 1 to 4, children are tested weekly and scores sent home
- In mental maths sessions children have the opportunity to learn, rehearse and practice specific multiplication facts
- Skills session once a week on multiplication facts
- TT Rockstars introduced in September 2023 – where children can practise times tables online at home

2022-2023 RECEPTION END OF YEAR

Progress July 2023 fom Pupil Progress Data

Reading

Class / Set	Expected Progress	More than expected progress	Progress - male	Progress - female	Progress – FSM	Progress non FSM	Progress SEN	Progress EAL	Progress White British	Progress White Eastern European
YR	47 / 47 100%	34 / 47 72%	24 / 24 100%	23 / 23 100%	8 / 8 100%	39 / 39 100%	5 / 5 100%	29 / 29 100%	6 / 6 100%	1 / 1 100%

Writing

Class / Set	Expected Progress	More than expected progress	Progress - male	Progress - female	Progress – FSM	Progress non FSM	Progress SEN	Progress EAL	Progress White British	Progress White Eastern European
YR	47 / 47 100%	34 / 47 72%	24 / 24 100%	23 / 23 100%	8 / 8 100%	39 / 39 100%	5 / 5 100%	29 / 29 100%	6 / 6 100%	1 / 1 100%

Maths

Class / Set	Expected Progress	More than expected progress	Progress - male	Progress - female	Progress – FSM	Progress non FSM	Progress SEN	Progress EAL	Progress White British	Progress White Eastern European
RA	23 / 23	14 / 23	11 / 11	12 / 12	3 / 3	20 / 20	4 / 4	15 / 15	4 / 4	0 / 0
YR	47 / 47 100%	29 / 47 62%	24 / 24 100%	23 / 23 100%	8 / 8 100%	39 / 39 100%	5 / 5 100%	29 / 29 100%	6 / 6 100%	1 / 1 100%

Attainment 2023 fom Pupil Progress Data

Reading

Class / Set	Working at or above	Working above	Working at or above –FSM	Working at or above non FSM	Working at or above SEN	Working at or above - male	Working at or above - female
YR	36 / 47 77%	7 / 47 15%	5 / 8 63%	31 / 39 79%	2 / 5 40%	16 / 24 67%	20 / 23 87%

Writing

Class / Set	Working at or above	Working above	Working at or above –FSM	Working at or above non FSM	Working at or above SEN	Working at or above - male	Working at or above - female
YR	36 / 47 77%	6 / 47 13%	5 / 8 63%	31 / 39 79%	2 / 5 40%	16 / 24 67%	20 / 23 87%

Maths

Class / Set	Working at or above	Working above	Working at or above –FSM	Working at or above non FSM	Working at or above SEN	Working at or above - male	Working at or above - female
YR	36 / 47 77%	9 / 47 19%	5 / 8 63%	31 / 39 79%	2 / 5 40%	16 / 24 67%	20 / 23 87%

Pupils Achieving Below Age Expected Level

Pupil are not named on this copy but named copy is available form Ms Rahman FS LEad

Strand	Identified areas of weakness via EYFS Development Matters Objectives	Reason for not making progress. Strategies already used and if part of any existing intervention programme.	Class teacher's comments about additional weaknesses and priority areas.
Word/simple sentence Reading	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p>	Diagnosed autism spectrum.	struggles to work independently and requires close support in order to complete work.
Word/simple sentence Reading	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p>	has visual impairments. This sometimes affects her ability to identify letters.	needs to build more confidence and consistency. She is able and works very hard. She picks up quickly through memory but doesn't always develop a deeper understanding.

Word/simple sentence Reading	Read words consistent with their phonic knowledge by sound-blending	has some difficulty retaining information. He is only now starting to recall initial sounds and beginning to blend sounds.	struggles to remain focused during whole class, group and even 1:1 activities. This is affecting his learning.
Word/simple sentence Reading	To know all set 1 sounds. Blend and read words confidently. Reading simple captions.	missed a significant amount of schooling as he went abroad for 2 months during the end of autumn and beginning of spring terms.	has been identified having severe eye impairment and potential colour blindness by the Visual and hearing nurse. He has been referred to the hospital (unsure if he has attended).
Word/simple sentence Reading	To know all set 1 sounds. Blend and read words confidently. Reading simple captions.	Joined our school towards the end of Spring term. Is at the very early stages of understanding and speaking English.	can recognise almost all set 1 sounds and is beginning to blend confidently. She is a very able child.
Word/simple sentence Reading	Blend sounds into words, so that they can read short words made up of known letter sound correspondences.	Has some difficulty retaining information. He is only now starting to recall initial sounds and beginning to blend sounds. However, he needs increasing support.	tries really hard during lessons. But struggles to recall what he has learnt. He is a hard worker and does concentrate and participate. The hearing and vision screening check showed that he has some hearing and visual difficulties.
Word/simple sentence Reading	Read a few common exception words matched to the school's phonic programme.	Diagnosed autism spectrum.	really enjoys his phonic lessons and is very excited to read.

	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words	is able to read words by sight. He can recognise all initial sounds and even some diagraphs. He can segment and blend, but sometimes his speech can hinder.	can listen when he is interested, but sometimes can lose focus and needs reminding to pay attention. Joelle can follow simple instructions.
Word/simple sentence Reading	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known lettersound correspondences	Joined our school recently towards the end of Spring term. Is at the very early stages of understanding and speaking English.	had no prior experience of schooling before attending our school, therefore he is still learning the expectations of school. He tends to lose focus. is an able child with no learning concerns. He will be able to pick up quickly. Especially as his English develops. been going through the fast track RWI sessions on initial sounds and then blending. Box Clever intervention to support language.
Word/simple sentence Reading	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known lettersound correspondences	is finding it difficult to apply what she knows and sometimes finds it hard to recall some of the learning that she already knows. She is inconsistent in her learning. She is able to recall all initial sounds and some diagraphs. When segmenting and blending, finds it difficult with some words.	 is very sensible and always listens and pays attention in class. She tries really hard.
Word/simple sentence Reading	Read individual letters by saying the sounds for them.	joined our school in summer term 2. He has no prior experience of school.	is an able child and has the ability to learn and pick up.

	Blend sounds into words, so that they can read short words made up of known letter sound correspondences	is learning the initial sounds and doing well at recalling them. He is still at the very early stages of blending.	has been going through the fast track RWI sessions on initial sounds and then blending. Box Clever intervention to support language.
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Writing

(Achieving below age expected level for the term)

Strand	Identified areas of weakness via EYFS Development Matters Objectives	Reason for not making progress. Strategies already used and if part of any existing intervention programme.	Class teacher's comments about additional weaknesses and priority areas.
Literacy/ Writing	Forming letters correctly. Writing simple captions	Diagnosed autism spectrum. began the year with very poor fine motor skill and pencil control. He is only just starting to show some confidence in mark making and forming letters after great support with his fine motor skill development through resources.	struggles to work independently and requires close support in order to complete work.

Literacy/ Writing	Creating own sentence to write.	has visual impairments. This sometimes affects how her ability to identify letters.	needs to build more confidence and consistency. is able to write simple sentences that are given to her. She struggles to create her own.
Literacy/ Writing		<p>began the year with very poor fine motor skill and pencil control. He is only just starting to show some confidence in mark making and forming letters after great support with his fine motor skill development through careful resources and activities.</p> <p>has some difficulty retaining information. He is only now starting to recall initial sounds and beginning to blend sounds.</p>	struggles to remain focused during whole class, group and even 1:1 activities. This is affecting his learning.
Literacy/ Writing	<p>To know all set 1 sounds.</p> <p>Blend and read words confidently.</p> <p>Reading simple captions.</p>	<p>missed a significant amount of schooling as he went abroad for 2 months during the end of autumn and beginning of spring terms.</p> <p>struggles to remember what the sentence is and relies heavily on adult support. He can write very simple sentences/captions.</p>	has been identified having severe eye impairment and potential colour blindness by the Visual and hearing nurse. He has been referred to the hospital (unsure if he has attended).
Literacy/ Writing	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	<p>Joined our school recently towards the end of Spring term.</p> <p>Is at the very early stages of understanding and speaking English.</p>	<p>is already learning and recalling some initial sounds and has the potential to learn quickly.</p> <p>She has confident pencil control and letter formation.</p> <p>She is able to segment and write CVC words.</p> <p>At early stages to write captions.</p>

Word/simple sentence Reading	Blend sounds into words, so that they can read short words made up of known letter sound correspondences.	<p>Poor pencil control. started school with very poor fine motor skills but through resources and activities, developed good pencil control. He finds it difficult to orientate his pencil correctly on the paper.</p> <p>struggles to hear some of the sounds in words.</p> <p>Has some difficulty retaining information. He is only now starting to recall initial sounds and beginning to blend sounds. However, he needs increasing support.</p>	<p>tries really hard during lessons. But struggles to recall what he has learnt. He is a hard worker and does concentrate and participate.</p> <p>The hearing and vision screening check showed that has some hearing and visual difficulties.</p>
Word/simple sentence Reading	Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words	<p>Diagnosed autism spectrum.</p> <p>is able to read words by sight. He can recognise all initial sounds and even some diagraphs. He can segment and blend, but sometimes his speech can hinder.</p> <p>When given a CVC words and simple sentence to write, can write them independently.</p>	<p>really enjoys his phonic lessons and is very excited to read.</p> <p>can listen when he is interested, but sometimes can lose focus and needs reminding to pay attention. Joelle can follow simple instructions.</p>
Word/simple sentence Reading	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known lettersound correspondences	<p>Joined our school recently towards the end of Spring term.</p> <p>Is at the very early stages of understanding and speaking English.</p>	<p>had no prior experience of schooling before attending our school, therefore he is still learning the expectations of school. He tends to lose focus.</p> <p>is an able child with no learning concerns. He will be able to pick up quickly. Especially as his English develops.</p> <p>been going through the fast track RWI sessions on initial sounds and then blending. Box Clever intervention to support language.</p>

Word/simple sentence Reading	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known lettersound correspondences	<p>is finding it difficult to apply what she knows and sometimes finds it hard to recall some of the learning that she already knows. She is inconsistent in her learning.</p> <p>She is able to recall all initial sounds and some diagraphs.</p> <p>When segmenting and blending, Fatima finds it difficult with some words.</p>	<p>is very sensible and always listens and pays attention in class. She tries really hard.</p>
Word/simple sentence Reading	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter sound correspondences	<p>joined our school in summer term 2. He has no prior experience of school.</p> <p>is learning the initial sounds and doing well at recalling them. He is still at the very early stages of blending.</p>	<p>is an able child and has the ability to learn and pick up.</p> <p>has been going through the fast track RWI sessions on initial sounds and then blending. Box Clever intervention to support language.</p>
Word/simple sentence Reading	Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words	<p>Diagnosed autism spectrum</p> <p>is able to read words by sight. He can recognise all initial sounds and even some diagraphs. He can segment and blend, but sometimes his speech can hinder.</p>	<p>really enjoys his phonic lessons and is very excited to read.</p> <p>can listen when he is interested, but sometimes can lose focus and needs reminding to pay attention. Joelle can follow simple instructions.</p>

Attainment in Maths

(Achieving below age expected level for the term)

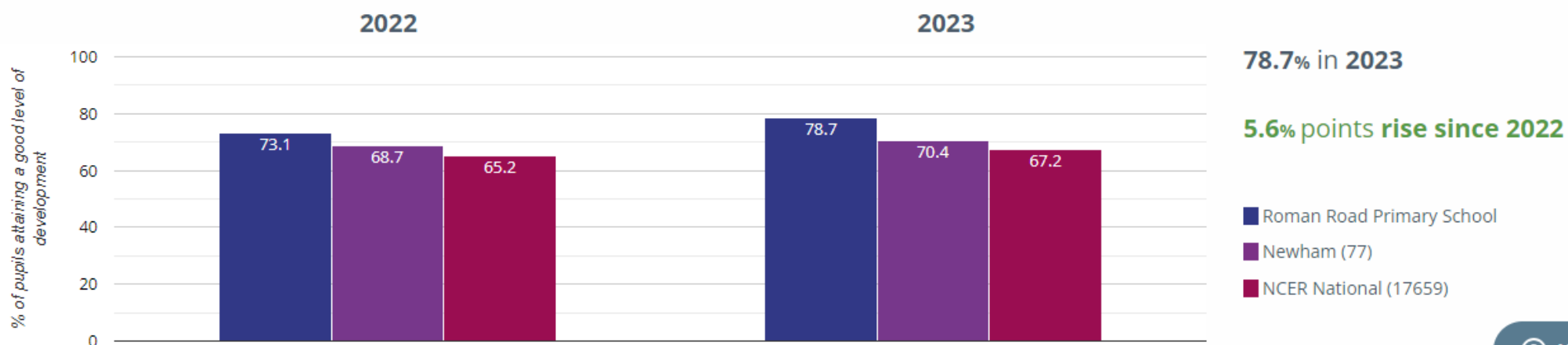
Strand	Identified areas of weakness via EYFS Development Matters Objectives	Reason for not making progress. Strategies already used and if part of any existing intervention programme.	Class teacher's comments about additional weaknesses and priority areas.
Math	Understanding adding within 10	<p>Diagnosed autism spectrum.</p> <p>struggles to follow simple instructions and understanding of simple questions. Therefore, when asked a question around addition and subtraction, he struggles to comprehend what is being asked of him.</p>	<p>really enjoys math and recognises all numbers to 10. He can count reliably to 10.</p> <p>can partition two digit numbers into tens and ones and showed a great interest and fascination on this.</p> <p>relies heavily on adult support and will not carry out a task unless supervised by an adult.</p> <p>struggles to remain focused during whole class sessions.</p>
Math	Adding and subtracting single digit numbers confidently.	has visual impairments. This may affect her ability to recognise numbers especially when many numbers are presented together.	<p>needs to build more confidence and consistency.</p> <p>She can recall mathematical information and concepts from memory but does not have a deeper understanding of it. So she can recall number bonds to 5 and 10 but unable to apply in questions.</p>
Math	<p>Counting reliably up to 10 objects.</p> <p>Confidently recognising numbers to 10.</p>	<p>has some difficulty retaining information. He is only now starting to recall 1,2,3</p> <p>He is still at that early stage of understanding that objects make a quantity and that a quantity tells us how many.</p>	<p>struggles to remain focused during whole class, group and even 1:1 activities. This is affecting his learning.</p> <p>is really struggling to retain number recognition. We have been working on number recognising and counting with her every day, however he seems to struggle to recall.</p>
Math	<p>Understanding the concept of adding and subtracting.</p> <p>Number bonds to 5 and 10.</p>	missed a significant amount of schooling as he went abroad for 2 months during the end of autumn and beginning of spring terms.	has been identified having severe eye impairment and potential colour blindness by the Visual and hearing nurse. He has been referred to the hospital (unsure if he has attended).

		struggles to remember what the sentence is and relies heavily on adult support. He can write very simple sentences/captions.	
Math	Understandin g the concept of adding and subtracting. Number bonds to 5 and 10.	Joined our school recently towards the end of Spring term. Is at the very early stages of understanding and speaking English.	has already learnt numbers to 10 and beyond. She can count reliably. With more experience, I am confident Aaliyah will make great progress.
Math	Counting reliably up to 10 objects.	is struggling to confidently count reliably up to 5 and 10 objects. He is very inconsistent in his recalling. He seems to get very confused. He is still at that early stage of understanding that objects make a quantity and that a quantity tells us how many.	tries really hard during lessons. But struggles to recall what he has learnt. He is a hardworker. The hearing and vision screening check showed that has some hearing and visual difficulties.
Math	Number bonds to 5/10 Adding and subtracting	Diagnosed autism spectrum. is able to recognise numbers and count well to 10. He struggles to follow simple instructions and understanding of simple questions. Therefore, when asked a question around addition and subtraction, he struggles to comprehend what is being asked of him.	really enjoys his math lessons and is very excited to learn.
Math	Confidently recognising numbers to 10.	Joined our school recently towards the end of Spring term. Is at the very early stages of understanding and speaking English.	has no previous experience of schooling. He is new to the country and has never been to school before. Therefore, he is still in the very early stages of learning school concepts such as sitting on the carpet and engaging in lessons.
Math	Counting reliably up to 10 objects. Confidently recognising numbers to 10.	a is very inconsistent in her recalling. When counting, she gets confuse and muddles up the numbers when counting out loud. She just needs to build her confidence.	is a very hard worker. She listens and joins in during lessons and has a very good attitude towards her learning. She tries really hard and has made great improvement since starting Reception.
Math	Counting reliably up to 10 objects.	joined our school in summer term 2. He has no prior experience of school.	listens well and is making steady progress.

	Confidently recognising numbers to 10.	is learning the initial sounds and doing well at recalling them. He is still at the very early stages of blending.	
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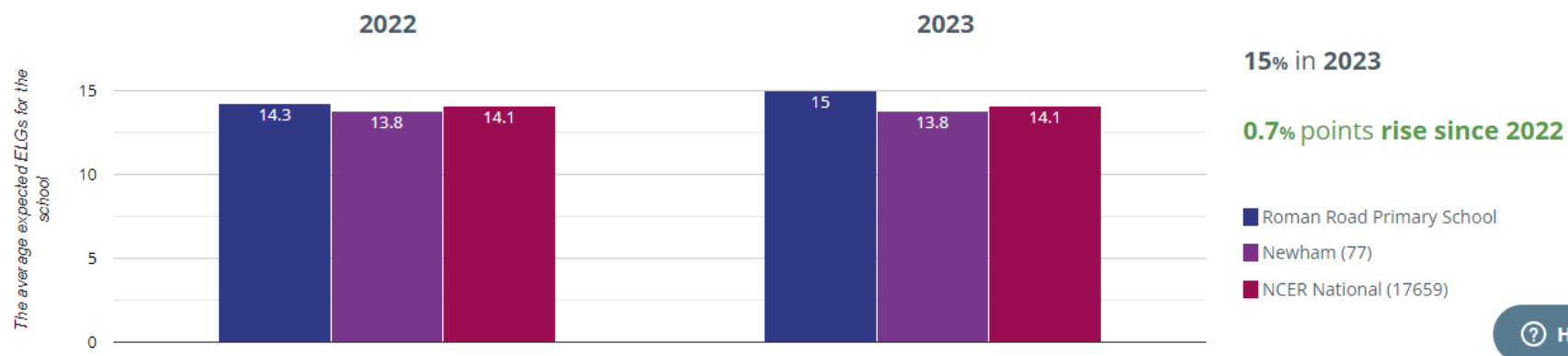
Good Level of Development:

★ Good Level Of Development



- 78.7% of our children have made good level of development. This means that they have achieved expected level for all prime areas and literacy and math.
- This is a 5.6% increase since 2022.
- We are also 8.3% above Local Authority
- We are 11.5% above National.

📈 Average number of early learning goals at expected level per child



EYFSP Benchmark (AOLs)

2023

URN/ Etab.	Setting Name	Eligible	GLD ^{1 2}	Avg. No. Exp. ELGs ²	ACHIEVED EXPECTED									
					COM	PSE	PHY	Prime Goals	LIT	MAT	UTW	EXP	Specific Goals	All Goals
-	Local Authority	4,613	70.4%	13.8	77.8%	82.9%	84.1%	75.3%	72.3%	76.8%	76.6%	81.6%	68.2%	67.4%
2058	Roman Road Primary School	47	78.7%	15.0	89.4%	91.5%	89.4%	85.1%	78.7%	78.7%	89.4%	87.2%	78.7%	78.7%

ASSESSMENTS

Item	Roman Road Primary School (2058)		Local Authority - Newham	
	Value		Value	Gap
Good Level of Development ●	78.7%		70.4%	+8.3%
Average no. ELGs at expected	15.0		13.8	+1.2
All Goals, Exp+	78.7%		67.4%	+11.3%
Prime Goals, Exp+	85.1%		75.3%	+9.8%
Com. & Lang. Goals, Exp+ ●	89.4%		77.8%	+11.6%
PSE Goals, Exp+ ●	91.5%		82.9%	+8.6%
Phys. Dev. Goals, Exp+ ●	89.4%		84.1%	+5.3%
Specific Goals, Exp+	78.7%		68.2%	+10.5%
Literacy Goals, Exp+ ●	78.7%		72.3%	+6.4%
Maths Goals, Exp+ ●	78.7%		76.8%	+1.9%
Und. The World Goals, Exp+	89.4%		76.6%	+12.8%
Exp. Arts & Des. Goals, Exp+	87.2%		81.6%	+5.6%

The above tables shows the percentage of children who have achieved expected level in each areas of the development matters.

- Roman Road has achieved above the Local Authority (LA) in all areas.
- 10% more of our children have achieved expected in prime areas than the LA
- 10% more of our children have achieved expected in specific areas than the LA
- 11% more of our children have achieved expected in all areas than the LA

GLD between 2017 - 2023					
	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2022</u>	<u>2023</u>
GLD	73.6%	79.2%	66.0%	73.1%	78%

Strategies:

- Identifying children who are working below expected level early and target these children with support to ensure they meet expected level by the end of the year.
- Identifying children who may potentially miss GLD by one area and ensure intervention is put in place to support these children.
- Put in place intervention early to close the gap.
- Big focus around adult child interaction – adult spending more time playing with children and developing communication and attention skills.
- Big focus on adult modelling skills through adult-adult interaction such as role play.
- Big focus on developing fine motor skills with dedicated fine motor skill areas. Carefully planned activities are set to help develop children's finger muscle, concentration, focus, attention, problem solving and attention to detail.
- Big focus on independent work for math, writing and reading.
- Starting writing books in September.
- Starting phonic from week 1.
- Extending phonic lesson from 30 minutes to 45 minutes.
- Class teachers offering 1:1 focus sessions for every child every week, throughout the year to target areas of weaknesses in reading, writing and math.

Action Plan for 2023 – 2024 cohort:

To ensure we achieve higher percentage of children achieving GLD in next year's cohort (2023-2024), we will need to:

- We will continue to keep in place the above opportunities listed above.
- The main aim is to put in place early support in order to close any potential gaps in learning.
- Identify children who are working below expected level early and target these children with support to ensure they meet expected level by the end of the year.
- Identify children who may potentially miss GLD by one area and ensure intervention is put in place to support children in these areas.

Grade: Outstanding

SECTION 4 – Teaching and Learning, Monitoring and Observations

Lesson observation data September 2022 – to July 2023

	<i>Good or better</i>	Outstanding	Good +	Good	Requiring Improvement	Inadequate
Maths	<i>17/22 77%</i>	<i>6/22 27%</i>	<i>4/22 18%</i>	<i>7/22 32%</i>	<i>5/22 23%</i>	0
English	<i>19/19 100%</i>	<i>4/19 21%</i>	<i>5/19 26%</i>	<i>10/19 53%</i>	<i>0/19 0%</i>	0
Maths/English	<i>36/41 88%</i>	<i>10/41 24%</i>	<i>9/41 22%</i>	<i>17/41 41%</i>	<i>5/41 12%</i>	0
Topic	<i>13/14 93%</i>	<i>1/14 7%</i>	<i>7/14 50%</i>	<i>5/14 36%</i>	<i>1/14 7%</i>	0

Maths/English/topic	49/55 89%	11/55 20%	16/55 29%	22/55 40%	6/55 11%	0

Data does not include NQT observations

Commentary

All but one lesson observed for topic subjects were Good or better

No English lessons were observed as RI last year

Revisit observations following RI were all Good

In all lessons observed marginally below, 90% were Good or better

No lessons observed were deemed Inadequate

Catch up in Reading and Phonics.

In the first week of each unit of work in English, lessons are planned so that children in years 1 - 6 are explicitly taught reading skills appropriate to their level, such as predicting, inference, visualising, summarising etc. in their English lessons. Training around this has been provided . First half terms plans monitored .

- Children in Year 1 and 2 receive additional phonics teaching. There are 1 to1 interventions for phonics in the afternoons
- The AHT has supported teachers around delivering the new guided reading scheme.
- Children that have fallen behind in reading in years 3, 4, and 5 have an additional teacher for intervention at least twice weekly. They read to a TA at least once per week.
- Book Bag Books have been purchased to support children with additional reading practice at home. The books are matched to the children's phonics ability to help them make faster progress in reading.
- We have introduced new reading tests and assessment for the whole school, which are in line with KS2 SATS tests. Question level analysis has informed planning and priorities.
- Due to concern of the lowest 20% of reader's we have purchased home reading books. Books are both fiction and non-fiction. Books match children's phonics knowledge. These books are taken home and parents have been given guidance on using the to support their children with reading

Monitoring and Observations Standards and Rational

Observations

- To maintain standards in teaching and learning
- To identify strengths and areas for improvement for both subject and teacher
- To identify teachers requiring support or subjects requiring improvement
- To identify teachers that may be failing
- To have an additional opportunity to monitor books 'informally' and at different points across a given term
- To ensure class standards are met ie displays
- To ensure support staff ie TAs are adding value to children education

- To provide one source of information to the Performance Management cycle

From this year we are carrying out three observations in either maths or English and fourth in topic ie science, History (or Geography) or ICT. As part of observations we look at book work for marking, responses and presentation, we are also developing the range of questions we ask children within the observations.

Learning Walks

Learning Walks are carried out for all subjects. Non core subject learning walks are carried out by subject leader with the DHT. The purpose is give the coordinator a snapshot of good practise and ascertain areas for improvement. It is not an observation and is not graded. If weaknesses emerge from a Learning Walk a teacher may be advised on how to make improvements. An overall brief report is provided to all teachers establishing the strengths and areas to improve in each Key Stage. Learning Walks have a specific focus. Learning walks inform required CPD. There is a specified learning walk day each half term so teachers are aware that they will be visited. The DHT also undertakes unannounced on the spot 'drop ins' to question children on their learning and understanding. Coordinators carrying out Learning Walks are given additional management time. We are aiming to hold Learning Walks in all non-core subjects moving forward

Questioning children's understanding of their learning

In observations and learning walks we have started to ask children a wide range of questions about their learning. We are asking questions about the actual learning, about previous learning and learning in context to skills across the curriculum. We are developing our understanding of which questions to ask in context of ability and age. The type of questions school leadership is starting to use when monitoring or observing include:

- What are you learning about?
- What is the purpose of today's learning?
- How does this relate to the previous lesson (this topic and previous topic)
- Can you think of how this learning links to any other skills taught in your other subjects?

Book and Planning monitoring

Books and plans are monitored each half term. Books are graded for Literacy, Numeracy, History and Science. The rationale for this is to inform the coordinator of strengths and areas to improve both in the subject and in teaching. It is also part of the Performance Management cycle.

Grading books allow leadership and subject leaders to identify patterns of weakness in marking, AFL, presentation, response to marking. Half termly monitoring means that any slip in standards is noted quickly and support mechanisms can be put in place.

Subject Leader Reports

Subject leaders use the above evidence and end of unit assessment data to inform their yearly Action Plans and reports to Governors. The action plans feed into the school overall School Development Plan (to be action over the coming year). Monitoring and assessment inform coordinators of CPD needs and support required. It also high-light strengths in their areas and informs of catch up or intervention needs. The lead for Inclusion similarly uses monitoring and data to personalise learning needs or interventions for SEN pupils.

Reading, writing, maths - Assessment and Testing

Our rationale for assessment and testing are:

- Ensure standards are maintained
- Track that pupils make at least expected progress
- Track where pupils are in relation to age expectations
- Ensure catch up opportunities are not missed
- Use data in subject and pupil progress reports
- Ensure tests are aligned with test processes and formats in Year 6 SAT
- For Leadership and subject leaders to tackle under-performance

Assessment and tests help us identify where there are gaps in learning. This informs catch up and intervention requirements. Data feeds into leaders Action Plans and Pupil Progress Reports, which in turn inform the SDP and catch up/intervention requirements. We test three times a year for reading, writing and maths. This is followed by question level analysis to inform CPD and catch up requirements.

Assessment in all other subjects

In subjects aside from maths and English teachers complete a 'traffic light' system (ie 1,,2,3 indicator) for all children each term at the end of each unit. This helps the subject lead identify children secure in, working toward or insecure in the unit taught and set targets. This data is then itemised in percentages. This informs the coordinator of strengths, CPD and areas to develop across the school, or in particular year groups, or to support teachers. From the data we are now asking coordinators to write a brief overview of the strengths and areas to improve in their subjects, around key skills.

Pupil Progress Reports

Progress Report for reading, writing and maths are produced after testing. The reports focus on since strengths and areas to develop. They also focus on pupil intervention requirements and identify whether any teachers need support with planning, marking or teaching. The data measures both attainment and progress. The Foundation Stage Lead and SENCO also write reports based on the tests results. The SENCO, maths and Literacy leads then meets with each teacher to discuss the attainment and particularly progress of their class. Whole school targets are devised by those coordinators for each class. Children who have not made progress are given targets during a Pupil Progress meeting with the English, maths and SEN lead. Pupil progress data is part of the Performance Management cycle.

Grade: Outstanding

SECTION 5 - Leadership and Management

Commentary and analysis

Leaders and Managers have responsibility for standards in their subjects which they address through Next Steps Action Plans (see SDP)

- Leaders and Managers monitor teaching and learning across the school in book and planning scrutiny and through observations and learning walks
- NQTs undertake partner teaching with a teacher from Leadership in their first week
- Leadership and Senior Management structures is as follows. Head Teacher, Deputy Head Teacher, Assistant Head Teacher with overall responsibility for maths, Assistant Head Teacher with overall responsibility for English and Deputy DSL, Assistant Head Teacher with overall responsibility for SEN and Behaviour, Key Stage 1 Phase Leader (including English in KS1), Key Stage 2 Phase Lead (including maths in KS2), Reading coordinator, writing coordinator.
- The Leadership/Senior meet every week to discuss standards in English, Maths, FS, assessment, Child Protection, SEN, behaviour, Health and Safety, assessment, curriculum and AOB.

Management of Wellbeing of staff

We recognise that the COVID Pandemic created anxiety for some staff and that it is a Newham priority to support staff with wellbeing. We have supported staff in different ways. Our HT has provided individualised plans (and personal discussions) for those who needed to shield or suffered with anxiety during the Pandemic. Each of our Phase Leaders is trained in wellbeing and mental health, whereby staff have more than one expert they can talk to about concerns. We have staff trained in supporting with bereavement. Following lockdown returns, our school Councillor was timetabled to meet and support staff concerned or affected by COVID. This facility is offered ongoing. We signpost agencies that support with Wellbeing ie PAM (the Staff Assistance Programme) With the mutual agreement of staff, we make referrals to Occupational Health.

Management of Workload

The expectation around planning and marking (and subject coordinator roles) have been considered and time itemised with due care and understanding of teachers and teaching assistants work load. Our phase leaders and subject coordinators support teachers with planning and marking if required to ease pressure. They also understand how to help teachers prioritise and manage their workload. Deadlines are expected to be met however, we often extend deadlines on a needs basis. All teachers receive their PPA entitlement without fail. Subject leaders receive management time weekly. NQTs who extend their NQT year have received additional NQT time. For display deadlines teachers receive additional support from teaching assistants. So long as teachers do not fall behind deadlines they may arrive at about 8.00 and may leave at about 4.20. We feel this is a reasonable daily structure (excluding meetings/INSET). This works for the majority of teachers. These times allow for a work life balance. We do not ask teachers to work longer hours for the sake of it.

Next Steps

Grade : Outstanding

SECTION 6 - Behaviour and Safeguarding

Behaviour

- We encourage pupils to reflect on both their own behaviour and the behaviour of their friends.
- All staff model appropriate and courteous behaviour with each other and with pupils.
- Parents are fully informed of behavioural systems and they are made aware of unacceptable / good behaviour.
- We employ a specialist teacher and a councillor to work with children with behavioural and emotional needs and to improve social wellbeing.
- Pupils show respect for each other ie holding doors for others, and demonstrating good manners
- Pupils are supportive of each other in lessons and behaviour of all groups around school is good.
- Pupils and parents know that the school do not accept discrimination, racism or bullying.
- The school has a robust anti-bullying and behaviour policy. Children have a good understanding of what bullying is and how to deal with it. We use anti bullying strategies, assemblies. PSHE, the curriculum and SEALS to promote anti-bullying. Lunchtime cover is provided by TAs which ensures consistency of standards and familiarity for pupils.
- Senior leaders in the playground at the end of the day are highly visible.
- Reward assemblies weekly promote good behaviour

Rewards and consequences 2021-23 and trends

	Sep 18 – Jul 19	Sep 19 – March 20 (Partial school closures due to COVID 19	Sept – 2020 July 2021 (Partial school closures Jan – March 2021 due to COVID 19	Sep 21- Jul 22	Sep 22- Jul 23
Rewards 3 / 4	1,632	1,135	1,392	2030	1620
Consequence 3 / 4	141	62	61	108	173
Reward 5	317	193	319	254	189
Consequence 5	7	3	1	5	4

Three year trend for total number of rewards and consequences

	2020 – 2021 (excluding Jan – March 2021)	2021- 2022	2022-2023
Rewards	1,711	2284	1809
Consequences	62	113	177

Commentary

- More consequences overall were issued in 2023 than 2022 however there were less consequence 5's
- There were less rewards in 2023 than in 2022 including Reward 5's
- Reward 3 and 4 are now back on par with pre Covid rewards issued
- Significantly less reward 5s than in previous years
- Consequence 5s issued over last five years generally consistent

Next Step

- Selected teachers to receive training in Positive Handling
- to reinforce expected behaviour via assemblies
- to reintroduce Key stage behaviour assemblies
- To reintroduce a reward for Prefect Behaviour summer 2023
- we have TAs allocated across school to monitor behaviour whilst pupils are walking around for start of day, playtimes etc
- each class has a calm corner for self reflection or to calm down etc

Safeguarding

- We have a Safeguarding team of three (DHT, Learning Mentor and AHT) All have a current DSL certificate from Newham
- The HT and SENCO also have ongoing input into CP and Safeguarding issues
- We provide statutory training in September and ongoing CPD for teachers, TAs and Governors
- Our Learning mentor is part of the CP and provides pastoral and administrative support

- We have a Governor lead for Safeguarding who also works in school
- We keep CP records manually and electronically
- We have an ECM meeting to discuss all vulnerable children termly
- The CP team is experience in liaising with and have close links with external bodies such as Families First and Social Care
- The CP are well practised in making CP referrals and seeking appropriate and effective advice
- 2022 – 23 staff have received training around FGM, CSE, PREVENT and British Values, Peer on Peer and Sexualised abuse/harassment
- All staff know how to report a CP concern.
- All staff have read and signed key policies eg Keeping Children Safe in Education 2023, school CP / Safeguarding Policy, school Code of Conduct policy, school Acceptable use agreement and policy
- All staff have signed the disclosure by association declaration

Key Next Steps

To join Newham's Integrated Front Door Service

The integrated front door is a new service for Schools, GPS and voluntary organisations. This will enable groups to access a multi agency assessment of children who have emerging emotional well being and mental health needs within 3-4 days. The referrals will be assessed by a team made up of: A social worker, an early help practitioner, A CAMHS clinician, and a mental health in schools practitioner.

The service has a consent base and is initially based in East Ham as East Ham has the highest level of need within the local authority. The support is for the whole family and once a plan is designed it will be reviewed every 6 weeks. The support could include referrals to other services for the family and counselling for the child.

SECTION 7 - Moral, Social, Cultural, Spiritual Development, SRE, Pupil and Staff Wellbeing

Moral, Social, Cultural, Spiritual Development

Moral, Social, Cultural, Spiritual Development

- In class teachers promote SMCS as normal part of school life ie teachers promote class rules, good manners, a positive attitude, tolerance and understanding and sensitivity to others.
- Circle time resources added and used effectively within classes, and showing a positive impact on communication and behaviour within the school.
- British Values has been promoted within the curriculum and samples of work have been collected as evidence.
- High moral standards are promoted and adhered to across the school. Pupils understand the difference from right and wrong and demonstrate this at school.
- For assemblies, PSHCE and RE we use SEALS materials. We use circle time to develop pupils' self-confidence and respect of others
- Assembly themes include anti-bullying, anti-racism, Internet Safety, PREVENT and British values
- All pupils have had Road Safety awareness assemblies
- PSHE SOW has a significant emphasis on e-safety and BV
- E-safety is in every ICT unit
- PSHE work and plans are monitored termly
- We have class assemblies focusing on religious festivals for parents
- Workshops from RE specialists, Met Police, TFL, Citizenship

Pupil Wellbeing

The COVID 19 Pandemic created anxiety for some pupils and their families. In line with Newham priorities, we have supported in our learners and parents in many ways. During lockdown whilst providing a varied, comprehensive and enriched remote learning structure we did not put intense pressure or expectation on children or parents to complete all work. Indeed, leadership had some conversations with parents about how to manage remote learning where there were additional pressures. In certain cases wellbeing was prioritised above home learning. Our teachers made weekly calls and remained in touch with pupils on line to advice and support with all aspects of home learning. We have a wide and varied range of pastoral support available for our children and families, including an experience SENCO and CP lead and Learning Mentor. We have staff trained in supporting with bereavement. On first weeks back following lockdowns we redeployed the school Councillor to provide Wellbeing sessions for every class. She also worked additional days in these periods.

Parents with SEN or safeguarding concerns were offered a school place during lockdowns. Calls were made weekly to SEN and safeguarding concern children to support them and their parents with any issues such as around remote learning. Throughout the Pandemic we have provided numerous information letters and emails to parents around all COVID issues arising. These have supported parents to understand Government procedures and directives and school specific procedures. Our office staff are embedded in explaining to parents our requirements around testing, communicating with school, school adjustments around start/end times etc, understanding symptoms and isolation periods (COVID 19 Risk Assessment). Learning from COVID 19 we have Wellbeing/mental health strategies continuing and others that can be re-activated should the need arise.

Wellbeing and mental health within the curriculum

Wellbeing and mental health education is embedded throughout our curriculum. The Y5 unit 'The Island' makes links with current issues ie immigration /refugees. It also opens debating opportunities. For PSHE in Year 3 children study the unit 'Anti bullying' of different groups and minorities. This aligns with our school ethos and Equalities Policy. It tackles bullying and the equal right for all groups and minorities. Year 5 study the unit Emotional Health. This links to explores mental health, an issue that is very current particularly in the COVID period. Year 6 study the topic Peer Pressure. This relates to the rights of children. It also links to peer on peer abuse/harassment (including sexualised). This a behaviour and safeguarding area that we take very seriously. All staff have had recent training with this.

2023- 2024 Next steps/ Targets

- Provide insets for the teachers about managing stress in the work place. To promote wellbeing for all staff and give strategies to manage stress.
- I would like to further promote PHSE across the school by getting the children from each year group to create a large display of their work in a main hall area.
- Adapting the monitoring form for planning and bookwork. Ensuring that the monitoring form is more applicable to PHSE and so that the bookwork is more developed.

SECTION 8 – SEN/Inclusion

Attainment Data for SEN and FSM for KS2 2022-23

	Reading Below age expected	Reading at expected	Reading GDS	Reading expected+	writing below	writing at expected	writing GDS	writing expected +	maths below	Maths at expected	maths GDS	maths expected+
SEN	3/13 23%	8/13 62%	2/13 15%	10/13 77%	3/13 23%	11/13 85%	2/13 15%	10/13 77%	2/13 15%	8/13 62%	3/13 23%	11/13 85%
FSM	3/22 14%	9/22 41%	10/22 45%	19/22 86%	2/22 9%	11/22 50%	9/22 41%	20/22 91%	1/22 5%	9/22 40%	12/22 55%	21/22 95%

Commentary

FSM in line with non-FSM for expected and greater depth for reading, writing and maths

SEN below non-SEN for expected and greater depth for reading, writing and maths

Whole school attainment data for FSM and SEN – From July Pupil Progress Report

	reading	writing	maths
FSM Expected or above	69/94 73%	71/95 75%	71/93 76%
Non FSM- Expected or above	212/259 82%	219/267 82%	220/261 84%
SEN - Expected or above	26/48 54%	12/17 (17???) 71%	27/48 56%

Why 17 SEN students writing/why different total numbers generally??

Commentary

FSM attainment across school is less than 10% below non FSM in reading, writing and maths so does not represent a significant gap

There is a significant gap across school for attainment in reading, and maths for SEN against non-SEN

Strategies:

- A range of targeted intervention (Catch –up) that support the most vulnerable to catch up and make accelerated progress. Through high quality 1-1 or small group tuitions to be offered to the most requiring it. TA's set 3 teachers to deliver interventions throughout the week. IMPACT – Children needing to catch up make rapid progress.
- SEMH to improve and support wellbeing for children who have demonstrated SEMH Needs-Quality control of sessions monitoring of data and attendance
- Training for staff for Wellbeing Time – Children will have an enjoyable Non –pressurised start to the school day. Teachers will have time to teach wellbeing strategies and listen to children who are struggling.

- Well planned and targeted differentiation in lessons to ensure appropriate challenge for highest achieving pupils. Higher attaining pupils reach GDS and attain end of year targets. Accelerated progress and attainment of disadvantage and vulnerable pupils especially lowest 20% to reach targets.
- Use of newly formed Communication Room to support pupils both academically and pastorally.(KS1)
- Strategies to be included in teaching from Literacy/Dyslexia team CPD.
- Additional time provided to all staff in reviewing and writing IEPs. (involving support staff who support some children) IMPACT- Ensure that regular communication between SEN Support staff and class teacher is taking place and contains relevant information.
- Embed good practice in Dining Hall and movement around the school. Continue to link to assemblies.
- There is regular communication with the attendance lead on pupils with SEN not having 95% attendance. IMPACT to improve attendance with SEN

Curriculum Support and Catch up including Pupil Premium

- The pupil premium funding allowed us to have an additional teacher in year groups 2, 3, 4, 5 and 6 allowing for smaller group teaching focussed at the ability and needs of particular groups of children. (we group by ability for English and mathematics).
- Additional allocated teachers are then able to offer intervention teaching in the afternoons.
- Teacher allocated for small groups of KS1 children to work mostly on numeracy and literacy intervention programmes 2 days a week, including phonics daily
- Teacher allocated to run intervention mathematics groups for years 6
- Teacher allocated to work on literacy and booster groups for year 6.
- Teacher allocated to provide intervention in mathematics, reading and writing in year 5.
- Teaching Assistant allocated to work afternoons with our year 1 and 2 children using a one to one phonics programme. Our phonics results historically show the impact this intervention has had. This Teaching Assistant also provides additional literacy support for KS1 in the mornings and has a focus group of children to work with.
- Teaching Assistant allocated to provide 1:1 booster reading for children in KS2
- Teaching Assistant allocated to provide intervention programmes across the school.
- As mentioned above we have also introduced smaller teaching groups (based on attainment) in years 2, 3, 4, 5 and 6. In addition, classes that are identified as having greater levels of need, in terms of social/emotional, are allocated to work with the Learning Mentor. The aim is to remove barriers to help the children to flourish in the school environment both academically and socially.
- Much of the pupil premium money is spent in these areas and is having a significant impact on attainment.

SEN Provision

- SEN and/or disabilities attain the same high standards of learning as all other pupils. All pupils show a desire to achieve and participate in all aspects of school life.
- Pupil Review Meetings 3 times a year with children with support plans.
- We have language groups Attention Autism, Box Clever, Phonics, Lego group, literacy/dyslexia difficulties
- The Multidisciplinary Team works effectively with outside agencies which offer additional support for the high number of pupils with needs and this alongside the dedicated school staff ensure a high quality of care
- We have many interventions including Wave 3, ECAR, Colourful Semantics, RLI, dyslexia programme
- Every Child Matters meetings are held termly. They include the SENCO, CP officers and Attendance Leads
- Our Provision Mapping is supported by high quality resources, which enables for the effective deployment of human resources. We hold a complete SEN Register.
- We have developed a tracking system for all pupils on intervention programmes
- Intervention decisions are reviewed termly following Pupil Progress meetings
- We are part of the RLI reading pilot for pupils with Downs Syndrome
- SENCO works closely with outside agencies e.g EP, CNS, LCIS,NHS and we bought in extra speech and Language, school councillor, Dyslexia/dyscalculia services
- CPD for staff - staff are trained when needs arise for particular pupils
- Training for therapy friendly school-ongoing
- On going +EpiPen training, epilepsy training
- On going First Aid training
- Supporting medical needs policy in place in order to reduce the absent from school
- Continue to develop pupil's self-esteem and confidence through a range of physical and creative activities
- Support staff involved in planning and evaluation of 1:1 supported pupils
- Care plan in place for pupils with asthma and other medical needs
- Through meeting with teacher/SENCO continue to try to engage parents to participate to help them support their children
- The school SENCO writes 'PPM report' each year to qualify the progress that some SEN children have made and how they have made it, linked to interventions they receive.
- Our Communications room is embedded. It provides a specialised programme for pupils with SEN. This room allows access for individual personal learning and recommendations and programmes recommended by outside agencies which could include play, adult

child interaction etc based on the learning that is suited to pupils with SEN. It allows access and teaching for smaller groups and has specialised resourcing.

- Continue to develop pupil's self-esteem and confidence through a range of physical and creative activities
- Support staff involved in planning and evaluation of 1:1 supported pupils
- Care plan in place for pupils with asthma and other medical needs
- Through meeting with teacher/SENCO continue to try to engage parents to participate to help them support their children
- The school SENCO writes 'Case studies' each year to qualify the progress that some SEN children have made and how they have made it, linked to interventions they receive
- Our Communications room is embedded. It provides a specialised programme for pupils with SEN. This room allows access to play based individual learning and is suited to pupils with SEN. It allows access and teaching for smaller groups and has specialised and [personalised resources.

Next Steps

- Whole school refresher training on Asthma Awareness and Whole School Asthma Approach to cut down the absent from school.
- To improve attainment and progress for SEN pupils, planning to show clear differentiation and personalised learning. At SEN progress meetings clear strategies to be identified for SEN children- which are followed up and reviewed at the next meeting. Ensure that provision for children with SEND meets their needs and enables them to be fully included, work alongside their peers and not over reliant on a model of 1:1 support; IMPACT- Children with SEND needs will make good progress whilst working with increasing levels of independence. Further develop the foundation subject curriculum to meet the needs of disadvantaged pupils and SEND.

Praise for SEN Provision – November 2022 – Parent email

We just wanted to send a quick email to say a heartfelt, sincere thank you to the staff at Roman Road Primary School who have supported our son, Naveen.

Since joining RRPS, we have seen Naveen develop and come out of his shell in the school environment. This is largely due to the positive impact of your staff, particularly Ms Bennett, on our son, who has worked brilliantly and tirelessly with Naveen to help him to prosper, thrive and grow.

We would also like to say a huge thank you to the Year 6 teachers, Mr Lawrence, Miss Hossenbux and also Mr Stone, who have shown great compassion and immense kindness towards Naveen, helping him to build his confidence and self esteem.

We would also like to thank Mrs Mattis for all her wonderful support and help with Naveen too.

Naveen had a challenging few years prior to starting at RRPS and has shown great resilience. Since starting at the school, he has been made to feel so welcome and a much valued part of the class.

We are truly grateful to all the wonderful staff, including the office staff, who have made Naveen's school experience such a positive, happy and wonderful one.

He leaves RRPS with fond memories of his time at the school and with greater confidence and belief in himself. We know that he will always try his best.

We would be most grateful if you would be kind enough to pass this message on our behalf to all those staff mentioned.

SECTION 9 – Extended School Services and Community.

	27th Sep – 22nd November 2021 (7 weeks)	Apr-July 2021	Sep – Dec 2022	Sep – Dec 2023
Breakfast Club	196	180 (low update following reintroduction after COVID)	569	552
After School Club	342	575	1,019	1,018
ICT Club	n/a	n/a	325	325
Forest School	n/a	n/a	144	144
Sports clubs	147	960	1,300	1,560
Total	685	1,715		

Breakfast, After-School and activity/sports clubs

- Our Sports and Activities Clubs cost £37.50 per termly club, which is subsidised for pupil premium children. Our clubs offer a range of sports such as football, dance, athletics, handball, basketball, tennis and badminton and ICT and Art.
- Our Breakfast club offers a range of opportunities such as puzzles, reading and board games. The cost of the club costs £3.50 per session pre booked and £5 on the day. There are 20 spaces available.
- Our After school club offers a range of opportunities such as cooking, arts and crafts, board games, film, ICT, photography, construction, gardening. The cost is £8 if pre booked and £14 on the day. The club finishes 5.45pm. There are 22 spaces available

Forest school club

This runs from September to December week beginning 11th September and lasting for 10 weeks. The intake is 20 children in a group on a Monday. The forest school after school programme is designed to enable children to become more familiar with nature. We aim to nurture their understanding of their environment and to make them more aware of how we can aid in sustainability of our world. We hope the children are able to adopt a positive approach to sessions in order for them to improve their social, moral, physical, emotional and spiritual skills. Ideally, we would like for the children to come away from sessions feeling impacted by their own decisions and risk taking through making safe choices with outdoor learning.

Next steps:

To develop the forest school area further to add a big gardening space to grow vegetables and flowers in raised flower beds.

Community Activities and Events

We hold many events for parents, children and the community. We collect and contribute to local and national initiatives and charities. We engage with parents through a variety of events across the school year.

- We visit the local community church for Easter services and carol singing
- We have special religious festivals termly for each year group to which parents are invited
- We hold a Summer Fair each year
- For Harvest Festival we collect food and distributed to old people's homes and the homeless
- We provide parents with voluntary work experience positions
- We collect for Remembrance Sunday by selling poppies
- We collect for Save the Children by having a Christmas Jumper Day
- We hold a Christmas Bazaar too which parents are invited
- We provide many work experience opportunities for children that attended Roman Road
- We hold a cultural food day after school for parents and children

SECTION 10 – Attendance

Comparative attendance against National and Newham November 2023

	Roman Road	National	Newham
Attendance	94.2%	95.0%	93.6%

Commentary

Eight children were on the Children Missing in Education List between September and November. Once they were taken off roll attendance percentage improved about 1%. Now they are off roll this should continue to facilitate an improvement in overall attendance.

Five Year Attendance Percentages

Attendance Year 1 to 6 (%)				
	Autumn Term	Spring Term	Summer Term	Year
2018-19	96.9	95.9	94.4	95.8
2019-20	95.5	94.6	99.0	95.2
2020-21	95.2	95.2 (96.% 8/3/21- 3/4/21)	94.3	94.9
2021-22	93.5	93.4	94.3	93.7

2022-23	92.7	93.7	91.9	92.7
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Commentary

The table above shows the percentage figure per term. Even though our attendance has dropped, which is in line with national data, there were many unauthorised absences in the second half of summer term. Although not declared they were most likely for holidays. Places were booked earlier than usual possibly for financial reasons and possibly as first chance for a holiday for a few years. However, we are working on strategies to ensure this does not happen again in summer 2023

Persistent Absence

	Number of children with persistent absence (10%)
2018-19	68
2019-20	80
2020-21	89
2021-22	105
2022-23	118

The table above shows the number of children with attendance of 90% and below. There are 13 nursery children on the PA list compared to 3 from the previous year. In addition, we have had 1 child with a serious health issue. There are 3 children that we are in the process of taking to court. 2 children have left our school so will not affect our PA 23-24. There are also three children, who were new to our school, that are also on the PA 50 list. This family were evicted and are still struggling to come into school now.

Comparative attendance against National and Newham for Autumn and Spring 2022/23 combined

	Roman Road	National	Newham
Attendance	93.1	94.0	92.9
Persistent Absence	28.04	21.5	23.9

Comparative data of Penalty Notice issued

Year	No of PNs Issued
2018 - 19	7
2019 - 20	N/A due to COVID
2020 - 21	N/A due to COVID
2021 - 22	18
2022 - 23	7

Encouraging full attendance

The class with the highest attendance each week receives the Attendance trophy. We award certificates at the end of every term. We reward the children that have 100% attendance at the end of the academic year. This could be a fun trip out somewhere, or making pizza and watching a film or a game or two of ten-pin bowling. We also hold a prize draw for these children where one person will receive a bike. Unfortunately, this has not happened since COVID 19.

Tackling and monitoring attendance and persistent absence

- Letters are sent when attendance is below 93%
- The amount of children arriving late for school was 231 but there were 1583 late sessions. There were also 65 children that arrived over 30 minutes late, in total 169 sessions were accumulated. A reason for this may be that siblings in Newham are still being allocated different schools due to shortage of vacancies; therefore, some parents have to drop off their children to different schools. Local authorities have extended catchment areas and many pupils are now coming from further afield. Also many of the reasons we received was because of traffic/London Transport. Some of our children live out of Borough and use public transport.
- We have a few 'persistently' late pupils, which inflate figures. There is a weekly attendance meeting between the DHT, Attendance Officer and the AMO to discuss and minute all concerns and agree solutions. We will prioritise and target the parents of 'persistently late' pupil
- The two classes (1 in KS1 and the other KS2) with highest attendance are given the attendance trophy in assembly each week and they can use the pitch and the park as a reward for the class.
- Termly certificates are issued.
- There is an attendance trip and an attendance draw at the end of the school year, where a pupil will win a bike.

Our Attendance Policy on our website sets out our expectations around attendance and punctuality. Attendance is monitored and tracked by our Attendance Lead, and attendance falling behind expectation is followed up through procedures ie reminder or warning letters, meetings and in some cases fines.. We also look at trends and particularly children that have historically poor absence. We have a borough AMO working with our Attendance Officer weekly to tackle and resolve more complex cases. Communicate clear and consistent expectations to families regarding attendance and punctuality.

Next Steps

- To work robustly to improve persistent absence by holding parent's surgeries, tracking data, sending reminders, issuing Penalty Notices, targeting children whose attendance, if continues to deteriorate, as soon as a concern occurs.
- To target and focus on PA in Autumn term 1 which can be the most significant term for PA.
- To hold school meetings for lateness and if continues to escalate to parents surgeries.
- To provide parents with a termly newsletter to celebrate good attendance, to provide reminders and expectations re applying for term time leave or making appointments after school etc.

Self Evaluation - Good

SECTION 11 – Sport and Sports Pupil Premium

Uptake for after school sports activities

	27th Sep – 22nd November 2021 (7 weeks)	Apr-July 2021	Sep – Dec 2022	Sep – Dec 2023
Sports Clubs	147	960	1,300	1,560

Commentary

- Our Sports and Activities Clubs cost £36 per termly club, which is subsidised for pupil premium children. Our clubs offer a range of sports such as football, dance, athletics, handball, basketball, tennis and badminton and ICT and Art.
- Pupil Premium children receive two frees sessions
- There are currently 99 children attending sports clubs, approximately a quarter are Pupil Premium
- Autumn term 2023 has seen a significant increase in uptake compared to Autumn 2022
- Children have swimming lessons for an hour every week in year 5
- PE lessons are well balanced and inclusive, incorporating FMS (Fundamental Movement Skills) from the Create Development programme.
- Active playgrounds (fun stations set up around the play grounds). Educational markings and games in FS and KS1 playgrounds
- Sports Day: Children get the opportunity to develop basic fundamental athletic skills. Competitions are set up between the houses in the school: Red; Blue; Green; Yellow and white.
- We have two specialist coaches in our school. These coaches provide high quality PE lessons across the school.
- All children have access to a minimum of two hours PE every week. PP children now receive after school sports clubs for free and continue to receive free lunchtime clubs daily and about half the children attending after school clubs are pupil premium children

Commentary

- Roman road has achieved Gold accreditation from School Games Mark. The School Games Mark is a government led awards scheme launched in 2012 to reward schools for their commitment to the development of competition across their school and into the community. Participating in this process allows schools to evaluate their PE provision and assists them in developing an action plan for future progress.

SECTION 12 – Foundation Stage – Data in Section 2

Classes:

At Roman Road, we provide Nursery and Reception provisions. In our nursery, we offer 42 part-time places where all children can attend for 15 hours per week either in the morning or afternoon and 10, 30 hour places. In our Reception year, we have 2 classes with the capacity to have a maximum of 30 children. We have a class teacher and a support staff in each nursery session and each reception class. When possible and needed, we have additional support for our children with Special educational needs (SEN).

30-hour:

As part of our commitment to support working parents, Roman Road Primary school is offering 30 hours free funding to eligible parents. We currently offer 10 places.

Learning through play:


At Roman Road, we view our children as autonomous learners and hold a strong belief that children learn best when they are given appropriate opportunities to have ownership over their own learning in a safe and well planned enabling environment that allows responsibilities, errors, decisions and choices to be made. We believe it is important to give our children the opportunities to have the freedom in taking responsibility of their own learning through making independent choices of what learning/activity they would like to explore and engage with. This is also known to us as “Child Initiated Learning” which we call “Choosing time” at our school. Children have a natural ability and a drive to want to play and it is through the power of play that children learn and develop many essential skills and knowledge. Our curriculum is very play based and we provide our children with many opportunities to play through-out the day. Through play, our children explore and develop learning experiences which help them make sense of their world. We ensure that we are providing an enabling environment that promote the Early Years Development Matters and the seven areas of learning. Our staff carefully plan and set up activities with the development matter in mind and more importantly with the needs of each child.

NEW Early Years Framework:

A new Early year’s framework and develop matters was introduced and made statutory in September 2021. At Roman Road we adhere to this new framework.

- The Unique child: responding to the uniqueness and difference of all our children, who are constantly learning and can be resilient, capable, confident and self-assured

- Positive relationships: Children learn to be strong and independent through a focus on a range of relationships, such as with peers, and with practitioners
- Enabling environments: Children learn and develop well in environments in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Learning and development: Children develop and learn in different ways and at different rates. We offer a rich and stimulating environment with a play based curriculum in which children can reach their full potential.
- The EYFS framework also includes the **Characteristics of Effective Learning**. At Roman Road, we plan activities within the classrooms with these principles in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them. We consider the Characteristics of Effective Learning within our observations, assessments and planning cycle in the EYFS.
- Along with the new framework, a new non-statutory development matters was also introduced in September 2021. We use the new development matters for guidance in planning and assessment. The EYFS Development Matters outline seven areas of learning. At Roman Road, we ensure that we allow children to develop in all 7 areas on a day-to-day base.

 **Reception Baseline Assessment**: As of September 2021, the government has introduced a statutory Reception Baseline Assessment (RBA). Every child in Reception must carry out the assessment and it must be completed within the first six weeks of a child starting Reception. At Roman Road, we are committed to this. Our Reception class teachers will carry out the assessments.

Indoor and Outdoor Learning Provision:

- We believe it is important to give our children the opportunities to have the freedom in taking responsibility of their own learning through making independent choices of what learning/activity they would like to explore and engage with. This is also known to us as “Child Initiated Learning” which we call “Choosing time” at our school.
- We focus on always creating an “Enabling Environment” - this means ensuring that the environment is always enabling children to develop.
- We allow our children to develop their skills, knowledge, understanding and curiosity both indoor and outdoor.
- We create a stimulating environment both inside and outdoor and children have the opportunity to free-flow between the two areas.
- The classrooms and outdoor areas are thoughtfully set up to meet the requirements of the seven areas of learning as well as the children's needs and interests.

- Our staff carefully and thoughtfully plan and set up activities that enable children to effectively develop in the seven areas of learning.
- Our staff are always assessing through their observations and interaction with children the areas that children need more support in and will carefully plan around this into our enabling environment.
- Our aim is to ensure that every child progresses through the development matters and achieve their full potential.
- We intend to encourage our children to achieve “Expected” level by the end of Reception year.
- We also acknowledge and identify the children who have the capacity to achieve above expected and will provide necessary support to help reach their full potential.
- We value all our children as individuals at Roman Road and celebrate differences in ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals.
- We recognise that some children may have special educational needs (SEN). Together with our school’s SENCO, support staff, class teachers and management team, we have put into place many provisions to support our SEN children.
- A sensory/communicational room has been set up to support our SEN children and this is showing great positive impact in our children’s learning and development. We have also received positive feedback from our outside agencies who come to support our SEN children and also from parents.
- We provide carefully planned activities where children’s learning is led by an adult to provide children the opportunity to focus on specific learning needs. This is also known to us as “Adult Directed Learning”. Our adult directed learning includes phonic lessons, math lessons, topic lessons, small group work and one-one sessions across Nursery and Reception.
- At Roman Road, all adults interacting with our children play a part in our children’s development. We therefore ensure that every interaction is meaningful and a valuable learning opportunity.

Assessment:

- Assessment is at the heart of learning and teaching at Roman Road Early Years. Through Assessments, we learn about the individuality of each of our children - How they learn, their confidence, their existing knowledge, skills and abilities, their potentials and the support they need to help them progress further.
- Assessments are an ongoing part of EYFS practice and are made every day, throughout the day in a variety of ways.
- Our most valuable assessment comes from our interaction with our children. We are always engaging in conversation and playing alongside our children. This enables us to build a qualitative profile of our children.

- We also observe, take photographs and obtain further information from parents.

Assessment – Internal data:

Identifying where a child started when first entering nursery or reception is important in order to ensure that the child makes sufficient progress over the year and over the time that they are with us at our school. As a school we have created our own internal tracking system to monitor children's progress and attainment. Our internal data is used for:

- Early identification of vulnerable children falling behind.
- Planning of early intervention and support for vulnerable children.
- Identification of whole class strengths and weaknesses.
- Planning of lessons
- Planning our enabling environment indoor and outdoor.
- Identification of children working at above expected level so planning can challenge and continue to move children.
- Every child in Nursery and Reception have their own "Special Folder" containing their work, observations and photographs as well as parent input that has been collated over the year. Parents have the opportunity to view their child's folder at a drop in sessions and whenever they wish to.
- We continue to provide the Local Authority with data of children working at Emerging (1) and Expected (2) levels.

Parent Partnership:

At Roman Road, working in partnership with parents is a key principle of effective practice. We strive to create and maintain partnership with our parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate, confidently in their child's education and care. We actively seek parental contributions to the assessment process, including, verbal, photographic and written contributions to their child's 'Special Folder'. We welcome parents to volunteer in the EYFS by taking part in "Stay and Play".

Transition:

At Roman Road, we understand that the transition from home to school, Nursery to Reception, and Reception to Year 1 can be a very difficult time for children and parents. We organise transitions around the needs of the individual child. We understand that we have a statutory duty to ensure continuity for children during periods of transition. We believe that a smooth transition supports the personal, social and emotional development, learning and future success of every child. We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. Children have the opportunity to visit their new classes in the summer term. In Nursery and Reception, we allow our parents to initially stay and play with their child

in their child's new classroom. We try to organise educational visits for our children as well as inviting visitors to come and talk to the children. For example, police officers, people who are part of the church community.

➤ **Early Reading:**

- Nursery and Reception children have many opportunities to listen to stories being read to them by adults throughout the day – Class teachers aim to have two story time sessions every day timetable into their daily routine.
- We follow the well-established and Ofsted approved phonic programme, RWI.
- It is our aim to ensure that every child in Reception know their initial sounds and can blend to read simple CVC words by the end of reception.
- We start our phonic RWI sessions of teaching letter sounds early in Nursery where children learn a letter sound a week in a variety of different ways. This has encouraged children to be familiar with the sounds letters make and how they look before coming up to Reception which has had a great impact.
- RWI in reception starts very early from the second week of when children start school in September to ensure reading develops immediately.
- We target our lower 20% who are struggling right from the beginning of the school year and provide 1:1 session throughout the week.
- Reception children are grouped accurately according to their reading level through assessment and lessons are planned and delivered accordingly.
- Nursery and Reception children are issued a storybook to take home each week to continue listening to stories at home.
- Reception children are issued a second book to take home that is closely matched to their phonic level to encourage the development of independent reading at home.
- We hold Phonic sessions for our Reception parents in October to ensure that parents are familiar with our reading programme (RWI) and know how to support their child at home.
- Every child who has been with us for an adequate time, leaves Reception confidently recognising and saying the grapheme to phoneme letter sounds.
- Every child who has been with us for an adequate time, leaves Reception confidently blending simple CVC words.
- The majority of our children leave Reception able to read CVCC/CVCC words.
- Many of our children leave Reception able to read words with adjacent consonants.
- Many of our children leave Reception able to read simple CVC sentences.
- Many of our children leave Reception able to read simple CVC sentences and comprehend what they are reading.

➤ **Early Writing:**

- It is our aim to ensure that every child in Reception is able to hold a pencil correctly and use it with confidence to mark make and form letters.
- We understand that pencil control starts with early development of fine motor skills. We have therefore created a “Funky Finger” area in Nursery and Reception classrooms dedicated to developing fine motor skills but also concentration, focus and eye to hand coordination. All of which help contribute to pencil control. Our Funky Finger areas are carefully set up with activities and resources that help promote fine motor skills, concentration, focus and eye to hand coordination.
- We carry out explicit pencil control sessions right from the beginning. Reception children will begin the day with pencil control/ mark making at least three mornings a week.
- We target our lower 20% who are struggling right from the beginning of the school year and provide 1:1 session.
- Every child who has been with us for an adequate time, leaves Reception confidently forming letters and writing simple CVC words.
- The majority of our children leave Reception able to write simple CVC sentences.
- Many of our children leave Reception able to put their own ideas into writing by forming their own sentences and applying their own phonic knowledge.

➤ **Forest School:**

We have established our forest school area and commenced forest school sessions in summer term of 2022/2022. We aim to provide forest school sessions to our Nursery and Reception children once a week throughout the year. We hope that forest school will facilitates children’s ability to:

- Problem solve
- Be creative
- Develop gross and fine motor skills
- Develop their social skills to work as part of a team
- Develop their communicational skills
- Help them build a positive image of themselves by developing their self confidence and self-esteem
- Help them develop the ability to focus and concentrate
- Become independent learners
- Develop a respect for nature and our outdoor environment
- Develop an early understanding of sustainability and climate change.

We have two members in the EYFS team who are qualified Forest School Leaders and have taken the Forest School training.

Next Steps for EYFS 2023-2024

- **To continue to develop outdoor areas –through resourcing and storage:** We wanted children to take ownership of their own learning where they can choose the resources they would like to use. We have achieved this through investing into storage cupboards for each learning area – maths, literacy, expressive arts, UW and PD. The storage cupboards are resourced regularly and children have access to this. Storage cupboards have also reduced the time taken to set up outdoors each day. We continue to replenish our outdoor resources and use the children's interest and needs to guide us with this as we purchase resources that children show interest in and need improving support in. for example, we recognised that COVID has affected fine and gross motor skills as children did not have the opportunities to develop these areas due to lockdown. We therefore have purchased resources that promote fine motor skills such as tweezers, squeezers, ribbon etc. and that promote gross motor skills such as large wooden blocks, bricks, brooms etc.
- **Continue to ensure all staff are familiar with the new EYFS development matters, review and adapt accordingly:** In July 2021, EYFS Lead led an INSET on the new development matters where the document was looked at thoroughly as a team in order to familiarise with it before starting to use it when returning to school in September 2021. EYFS Lead and Nursery teacher then attended a course regarding the new development matters in September. Another INSET was then carried out for the whole EYFS team after this course and as a team we went through the document more thoroughly. EYFS will continue to carry out INSETs on the development matters with the team throughout the year to ensure staff are confident and competent at delivering it. As a team and primarily led by EYFS Lead and class teachers, we have adapted our long term plan, topic, learning outcomes and activities for both Nursery and Reception to meet the demands of the new development matters. We will review our long term plan throughout the year and adapt accordingly as and when we need to do so. The Early Years Lead continues to have phase meetings around important areas of the EYFS to ensure continuous professional development.
- **Early Reading:**
 - To continue to promote and develop early reading.
 - To ensure that children develop a joy for stories.
 - To ensure that every child can in their own ways talk about stories they have listened to.
 - To ensure that every child in Reception who has been with us for an adequate time leave confidently knowing their initial sounds.
 - To ensure that every child in Reception who has been with us for an adequate time leave confidently blending simple CVC words.
- **Early Writing:**
 - To ensure that every child in Reception who has been with us for an adequate time, leaves

- with sufficient pencil control.
- able to form letters.
- able to write simple CVC words by segmenting.

➤ **Forest School:**

To continue to use Forest School provision to develop and facilitates children's ability to:

- Problem solve
- Be creative
- Develop gross and fine motor skills
- Develop their social skills to work as part of a team
- Develop their communicational skills
- Help them build a positive image of themselves by developing their self confidence and self-esteem
- Help them develop the ability to focus and concentrate
- Become independent learners
- Develop a respect for nature and our outdoor environment
- Develop an early understanding of sustainability and climate change.

SECTION 13 – Curriculum, Standards and Rationale

School Motto

Our school motto is ‘In Pursuit of Excellence’

We define this as each child reaching their full potential whilst with us and maximising their progress from their starting points, across the curriculum and in their moral, social, cultural and spiritual development

Curriculum Statement

We are an inner city school and our children are from a diverse range of cultures and ethnic backgrounds, pupil premium and other socio economic factors mean that many of our children start school at well below age expected standards.

With this in mind we have organised our curriculum to meet the needs of the community we serve.

At Roman Road we have a curriculum which is strong in meeting the Basic Skills of Reading, Writing and Mathematics as our children start school significantly below average for their age. Reading is taught through phonics in Key Stage 1 and Guided Reading in Key Stage 2. English lessons are based around a high quality text and is book based. English lessons include reading, oracy, grammar and writing. Reading and oracy skills permeate through all curriculum areas.

Fluency in Basic Skills helps equip our children so that when they leave KS2 they are happy, respectful, confident and resilient learners, ready to take their place in the wider world. We have high expectations and aspirations for their future and endeavour for all children to achieve to the best of their abilities and allow them access to the wider world of learning.

We provide an inclusive curriculum, which meets the needs and ability of each individual child. We group children in Reading, Writing and Mathematics based on their needs as and their previous experiences.

Teaching is focussed on their educational needs to maximise their learning and progress. Our curriculum is taught and planned to ensure that children are supported and challenged by providing differentiation, small group work and Intervention for our SEN, EAL and G and T children. We address difficulties early in order to maximise learning.

We have a subject based curriculum which focusses on transferable skills and knowledge. We teach Science, ICT, History, Geography, Religious Education, Music, Art, DT, PE, RSHE and MFL (French in Key stage 2). Our curriculum is broad and balanced, yet also contains depth, with enrichment opportunities which our children might not otherwise have. Cross curricular links are made as appropriate and progression has been planned throughout the key stages.

Subject Concept Maps and Subject rationale

All subject leaders have designed a 'concept map' which places the subject at its core and then branches out to identify key skills, transferrable skills and cross curricular links. The Curriculum lead has written a subject rationale for each subject which explains what is taught and the reasons why.

Cross Curricular links - Rationale

Our Cross Curriculum Map shows the links between different subjects and units of study. Our Cross Curriculum Map also includes many opportunities to learn about life skills, wellbeing, environmental issues, e-Safety, British Values, locality, current issues and good ethics SEE EXAMPLES BELOW

Examples of units that make links with key issues

English

The year 4 unit 'The Varmints' make links with and opens debate of environmental issues. The year 6 unit 'Stories from other cultures' (The Librarian of Basra) makes links to diversity. The Y5 unit 'The Island' makes links with current issues ie immigration /refugees. It also opens debating opportunities. The year 3 unit 'The Roman' makes links with local history ie Roman Road. Black History Month which is celebrated yearly makes links with locality, diversity and current issues. Each year we have a different focus for Black History month. This year the focus was diversity. Each year group studied the impact and importance of an historical figure. We have also had art, science and music as the main focus or stimulus.

Science (environmental issues)

Science is taught with a large weighting on transferable skills and knowledge. Skills developed particularly feed into developmental literacy and numeracy skills (including graphs and data). We teach the progressive unit Evolution and Inheritance within the Science Curriculum. Our children learn about established formal religion and about the science of evolution. This allows for reflection and debate.

ICT

We have increased the amount of monitoring and assessment for ICT. Teachers are expected to save all work produced (where possible). Samples of work are used for the purpose of monitoring, CPD and next steps. In most classes ICT is taught by our IT Lead. This means in many classes it is taught by a specialist. ICT units allow for cross curricular links to English and Maths (such as tessellation). E-safety and related topics (behaviour on line, child protection, stranger danger) is taught the first week of every term across the school.

History and Geography

In history children study local maps to compare the past and present. This helps to identify differences and similarities. Children also learn about the impact of WWII on London. In Geography they study rivers and docklands. They learn about the relatively recent development of the Docklands in East London. In year 6 pupils learn about the development of the Olympic Village in Stratford for the 2012 Olympics and how this affected the environment, housing and social infrastructure. A year 5 geography unit looks at air and water pollution and looks at ways to resolve these environmental concerns.

Religious Education

Our RE curriculum is representative of our community. It also teaches faiths that are not represented at school. SEALS assemblies explore religious and faith principles and concepts further. Our termly 'Religious Festival' assemblies, where parents are invited to watch their children have provided educational opportunities to our children and their wider families. They are pleasurable events and bring the community together in the most positive of ways. The assemblies promote equality and tolerance. Parental uptake has grown over the years, which demonstrates the impact of this initiative. Some Literacy units, assemblies, History, PSHE and RE allow children to learn about diversity and issues such as racism and bullying. This helps them understand at an early age that prejudice and hatred are not tolerated.

Music

Music is an important part of our curriculum. We employ part time music tutor. Years 2-6 receive weekly music lessons. Year 2 learn the recorder, Year 3 and Year 4 learn the ukulele and Year 5 and Year 6 learn how to play the guitar. All other year groups teach music within class.

Modern Foreign Language

Modern Foreign Language

Year 4 have scheduled time of 15 minutes to learn basic phonetics and everyday vocabulary (oral) to prepare them for phrase / sentence work in Year 5. In Year 5, children begin to develop their understanding of semantics (oral). Year 6 uses the hour to build on what they have learnt in Year 4 and 5 to help them gain a better knowledge of the French language. By Year 6 children should have an understanding of how to pronounce certain words and the basic phrases of everyday life. In Year 6 they also start writing in French- vocabulary, Phrase work and sentences in order to prepare them for MFL in secondary school.

PSHE

Year 3 study the unit Anti bullying of different groups. It tackles bullying and the equal right of all groups ie disability, SEN. Year 5 study the unit Emotional Health. This links to explores mental health, an issue that is very current particularly in the COVID period. Year 6 study the topic peer pressure. This relates to the rights of children. It also links to peer on peer abuse/harassment (including sexualised). All staff have received recent training in this area. Year 2 study what it means to be part of a group and that everyone is special and unique. It teaches how to respond to being bullied. Year 4 unit teaches British Values notably about Democracy. A year 3 unit teaches about stranger danger.

Sex and Relationship Education

We taught the new SRE Curriculum summer 2021 and summer 2022. We followed all required due processes including consultation with parents and the right to withdraw for Sex Education. The new SRE SOW and lessons were delivered by the DHT and SRE Lead this year. Pupils in their feedback confirmed that they enjoyed the lessons and particularly the opportunities to ask questions. Some parents took up their right to withdraw from Sex Education (but not from Relationship Education).

Art and PE

Art and PE were subjects that were difficult to maintain during the lockdowns. To catch up we reopened our activities, before and after school clubs as soon as possible in September. They offer a wider range of sports activities. We also have a weekly art club for those interested in developing their artistic skills.

Environmental Projects

TFL STARS Gold award accreditation

We have been awarded a Gold award accreditation with TFL STARS for our excellent travel plan. This is an environmental award for encouraging children to walk to school. We have been inspiring children and adults to travel to school sustainably, actively, responsibly and safely by championing walking, scooting and cycling. We are supporting pupils, parents and staff health and wellbeing. We have worked hard to reduce congestion at the school gate which in turn has improved local road safety and air quality.

School Farm

We have a small school farm with goats and chickens, that we are very proud of. We have invested in this as we feel this is an enrichment opportunity for our students. Children have the opportunity to see and interact with the animals daily and this may be an experience many of our pupils do not have often enough. Children ask how we feed and care for the animals which is an educational aspect. We are developing units in science to specifically link to this facility. We are also developing specific links between the farm and Forest Schools teaching. The farm provides a wellbeing experience which allows the children to see real, live animals.

Forest school

Forest school follows a child-led ethos in an outdoor setting. The aim is to allow the children to take small manageable risks in a safe environment. It promotes positive impacts on the children's physical, social, emotional and spiritual well-being. This approach develops the knowledge and understanding of nature, in order to develop a connection to it, and the environmental impact that we have. We aim to develop a sustainable approach by nurturing and developing our forest school area and maintaining the wildlife and habitats. The EYFS phase leader and Geography/History co-ordinator are fully trained to deliver all aspects of Forest School to EYFS, Year 2, Year 4 and Year 6. We also run an after school club for Forest School. Years 1, 3 and 5 utilize the outdoor area for specific Science lessons in relation to Forest School.

Forest school in EYFS:

- To problem solve
- Be creative
- Develop gross and fine motor skills
- Develop their social skills to work as part of a team
- Develop their communicational skills
- Help them build a positive image of themselves by developing their self confidence and self-esteem
- Help them develop the ability to focus and concentrate
- Become independent learners
- Develop a respect for nature and our outdoor environment
- Develop an early understanding of sustainability and climate change.

Impact - Teachers assess what the children already know and build upon it. Children ask questions about what they want to find out and at the end of a unit of work, they can go back and evaluate what they have learnt. This may lead to more questions as well as a deeper understanding of what they have learnt.

Curriculum Changes and Next Steps for 2023- 2024

Maths

White Rose have updated and modified their scheme of work. Many concepts are broken down further into smaller manageable steps so children find it easier to grasp and gives them more of an opportunity to gain a deeper understanding. Recap of previous learning is built in the new scheme meaning teachers can build on prior knowledge and identify if there are any gaps before progressing further. With this increased focus on planning a learning journey, children will have a greater chance of gaining mastery.

Development of Writing across the Foundation Subjects

To ensure consistency of writing across the Foundation Subjects. We at Roman Road expect children to be consistent with their writing and presentation across the Foundation Subjects as this shows real understanding of pupils' literacy skills.

There was an audit of writing across the Foundation Subjects which shows a consistency of presentation, a variety of work and some links to different genres. The next step is for opportunities for links to English genres to be identified in order to ensure links can be made.

To consolidate the end of unit self evaluations.

All subjects have an introduction to the topic (What do I know? What do I want to find out?) which is completed either individually or as a class. This allows teachers to assess prior learning in order to build on what children already know. Children can think about their own prior knowledge of the topic and consider what they want to find out. This is to stimulate interest and enquiry into their own learning. The questions are, "What do I know?" and "What do I want to find out?"

The next step is to allow time and ensure children complete the "What I have learnt?" section so that they are able to look back at what they have learnt in order to deepen their understanding and knowledge.

For pupils to develop long term memory by making links across the curriculum.

Our comprehensive cross curricular units and overview map will ensure learners can make links to key skills and knowledge across the curriculum. The curriculum has been designed to ensure there are opportunities for revision and review. Teachers and children link current

learning to previous learning using the beginning of unit Questions. The continuation of learning walks and lesson observations will empower teachers to ask pupils meaningful questions to support the development of memory recall.

Impact

Teachers and children make links to what has been learnt before in previous year groups. Children are able to recall where they have studied a previous unit and how it links to new skills and knowledge.

This should further develop long term memory and children's understanding.

To Develop Vocabulary through Vocabulary Books

We have a newly devised 'Foundation Subjects Key Vocabulary' booklet which lists key vocabulary and facts for all topics learnt. This was in order to develop subject specific vocabulary to increase our children's vocabulary. This is to promote long term memory and also help 'home learning'. g for that term and so that they can support their child's learning at home. To evaluate the use of the booklets at home and at school.

The booklets contain a definition of the vocabulary as well as facts and knowledge for the children to learn, in order to increase their general knowledge. We will consider different methods to evaluate the learning of the vocabulary, facts and knowledge.

Impact: Children learn and use the vocabulary for the topic. They also develop and increase their general knowledge. They have an increased cultural capital for the subject they are learning.

To develop outdoor education.

We want to develop outdoor education and better use of the farm so that all children benefit from experiential learning (VAK) in order to improve learning through real experiences which aid memory, spark ideas and make connections to life experiences.

To utilise to an even greater capacity our forest areas, our farm and our fully equipped, modern playground to meet and match the curriculum. Units are designed to link with geography and science. More links to be considered.

Inset has been provided by Learning through Landscapes - the charity which provided some equipment for Forest School. Links have been made with the current curriculum. Eg in Year 1 Science, they observe the seasons and weather throughout the year, so the Forest School area is explored as it shows these changes.

Forest School

Forest School was introduced with the intention of maximising the use of the school outdoor area, bringing children in touch with nature and the outdoors, enabling the children to take ownership of their outdoor learning and to compensate for not going on educational visits during the lockdown and pandemic. The Science Curriculum is completely following the National Curriculum with no omissions. When it was formulated the Science curriculum was completed in five terms for each year group. Therefore one of the Science units was a reinforcement or project of one of the other units. Children learn the names of different plants and animals as well as about their habitats. They learn life and survival skills eg how to work in a group, how to build a shelter, how to tie a knot.

RE

We follow the Newham Agreed Syllabus which was updated in September 2022. Inset has been given to Staff to enable them to teach what is required and to improve their teaching. Teachers complete the beginning of unit assessment in the first lesson eg What I know, what I want to find out? The RE curriculum is inclusive for everyone- those with a faith or those with no faith. Everyone is influenced by someone and children are encouraged to discuss where their influences come from and to justify their values and beliefs.

Music

We have a new specialist Music teacher who teaches Recorder to Year 2, Ukulele to Year 3 and Year 4 and Guitar to Year 5 and 6. Specialist teaching in Year 2 is a new initiative. We now have whole class guitar lessons in Year 5 so that children learn guitar for two years. We have introduced “Beat and rhythm,” activities to further develop the Music curriculum. We are trialling a new assessment system for Music this year in order to track the children’s progress.

Geography

Geography curriculum has been updated to make it more interactive and engaging for the children so that it is not just paper based eg instead of learning about the rainforest the children make a class model of the rainforest.

We have introduced map skills which progress from Year1 to Year 6 as previously the skills were very similar. These are based on the Geographical Association Map Skills for Progression. We have introduced a termly lesson with the theme of Explorers. This is so that the children gain an understanding of one theme across different periods of time and place.

History

We have introduced a termly lesson with the theme of children. This is so that the children gain an understanding of one theme of how children have changed across different periods of time and place eg what was life like for children in the Stone age? What was life like for rich and poor children in the Victorian age? How is this similar or different to the life of children nowadays?

PSHE

To continue with the implementation of the new Jigsaw scheme of learning with weekly lessons and to evaluate its effectiveness. This approach is inclusive and all pupils are able to access the learning at their individual level.

To run Forest Schools as an extended after school club service. Intake is 20 children for group 1 (Years 4, 5 & 6) and 20 children for group 2 (years 1, 2 & 3). The forest school after school programme is designed to enable the children to become more familiar with nature. We aim to nurture their understanding of their environment and to make them more aware of how we can aid in sustainability of our world.

To fully reinstate enrichment activities.

Due to disruption in education because of the pandemic some educational activities were suspended and these are to resume eg educational visits including visiting places of worship and art galleries, festival assemblies and fundraising for different charities. We also wish to embed Forest School and write units of work for every year group.

SECTION 14 – Forest Schools Outdoor learning

Forest school in EYFS:

Forest school is a child centred inspirational learning process that takes place in our outdoor woodland area. Our children in Nursery and Reception are given the opportunity to play, explore and take supported risk in our own woodland area every week. This long term learning programme has had a positive impact in the prime areas of their development including Physical development, Communication and language development, Personal, social and emotional development and in their understanding of the world. Our children have grown socially, emotionally, physically, spiritually as well as intellectually. Forest school has inspired our younger children to make a deep and meaningful connections with their world. We have noticed that our children in Nursery and Reception have developed a love and respect for their outdoor environment. Children have shown that they understand the importance of caring for living plants and woodland creatures. Children are beginning to understand about sustainability and the importance of leaving the environment as it was found. One child in Nursery observed their peers picking a flower and began to say “no picky, no licky. The flowers are bee food”.

During the pandemic and the lockdown period, children were unable to fully develop their physical skills and their wider understanding of the world. Forest school has really helped our children to develop those basic and essential skills. We noticed that many of our children did not know how to explore and were hesitant to engage with the outdoor environment. Children were worried about getting messy! Those children are now fully immersing themselves within the forest area and just enjoying getting dirty!

During our forest school sessions, our children are given the opportunity to:

- Freely explore the woodland environment and initiate their own activities and therefore manage their own risks.
- Experience mindfulness.
- Explore and engage with their senses.
- Explore and learn about fauna and flora.
- Set up activities that promote gross and fine motor skills such as climbing trees, making habitats using and moving logs, making bird feeders, arts and crafts etc.
- Work as a team through games.
- Tidying up.

As we allow our children to explore the woodland area and encourage them to take risks, we have noticed a positive impact on their:

- Well-being. Children have shown more independency and confidence in managing their own emotions. Children look forward to their forest school session and enter it with excitement!
- Problem solving skills.
- Creativity.
- Gross and fine motor skills.
- Social and communicational skills - in class, our quiet children have developed confidence to speak and engage in group play and widen their friendship group.
- Self confidence and self-esteem and has helped them to build a positive image of themselves.
- Concentration and focus in class and during whole class activities.
- Independency.
- Respect for nature and our outdoor environment.
- Early understanding of sustainability and climate change as well as helping them understand the changes in season and weather.

KS1 Impact:

1. Nature Connection: Forest school enables children to develop a strong, meaningful connection with the natural world. It also encourages curiosity and a sense of wonder in children. Spending time outdoors in natural environments allows the children to appreciate nature and develop a sense of responsibility towards the environment. Science is taught through a hands on explorative approach at Roman Road which is supported by Forest School sessions. Children observe plants, insects, and animals in their natural habitats, deepening their understanding of the natural world. Links are being made to Science topics of Seasons, Habitats, Plants, Materials and Animals continuously throughout the sessions. Throughout the sessions, children have demonstrated a better understanding of the natural world, making comments about what they have observed and suggesting why EG nuts and seeds growing on trees in the Spring- trees are growing, making food and getting ready for Summer etc.

2. Holistic Development: Forest school supports the holistic development of children by fostering physical, emotional, social, and cognitive skills. Outdoor activities such as climbing trees, building shelters, and exploring natural surroundings enhance gross and fine motor skills, problem-solving abilities, creativity, and resilience. Throughout the forest school sessions, children are provided opportunities for social interaction, teamwork, and self-confidence building. Children who had never had the opportunity to play in mud and climb trees are beginning to do so. They are able to go at their own pace and can choose how to tackle a task whilst supporting each other.

3. Well-being and Mental Health: Spending time in nature has been found to have positive effects on mental health and well-being in school. Each Forest School session in KS1 and KS2 begins with a mindful activity and the site provides a calm and peaceful environment where children can relax, reduce stress, and improve their overall emotional well-being. Being in nature can also improve concentration, reduce anxiety, and boost self-esteem. Children who are often quite quiet and reserved are often seen to come out of their shells during these sessions and eager to share what they have done/ found. There is an overall improvement in behaviour as a result of these sessions- by the end, children are calmer and more focused which can be seen in their work back in class.

4. Environmental Awareness and Sustainability: Forest school promotes environmental awareness and sustainable practices. The second Forest School rule at Roman Road is “Don’t Pick”; through discussion children are able to explore the importance of conserving natural resources, protecting wildlife habitats, and making eco-friendly choices. They become more conscious of their impact on the environment and develop a sense of responsibility towards its preservation for future generations.

Forest School in KS2

In KS2 we are now teaching forest school to years 4 and 6 as this will create something for them to look forward to, and we can see their progressions. Despite this, we are encouraging year 3 and 5 to do more outdoor learning throughout their curriculum areas. We hope that the use of the forest school area will enhance their learning in a variety of subjects. In year 6, we have been promoting our learning around sustainability and building the ecosystem of our forest school area. As we have been studying the Maasai Mara and with our production of the Lion King, we are really focussing on how each part of the forest area can play an important part on the life there. In addition, we have written a piece about climate change and I can see how forest school is having an impact on this learning as all the children are trying to protect the environment and their forest school.

In afterschool club, we have been using this as a chance to strengthen the relationships of the children from different year groups. On a Monday, children from 4,5,6 are working together and Tuesdays, children from 1,2,3 are together. We can see that the children have benefitted from working with children of different ages. For example, some of the older children have shown real patience to help support the younger children, whereas the younger children have been growing in confidence to ask their peers for support. Over the year, I have witnessed the children’s problem solving skills improving as they are consistently socialising with each other to create new things or just to talk to each other in nature. I can see there has been a real impact in the way the children are treating each other and showing support of one another.

SECTION 15 Next Steps following OFSTED July 2023 (Graded Good)

OFSTED Next Step:

- School Leader and those responsible for governance should ensure that they build on the developments in reading, so that pupils make strong and sustained progress by the end of key stage 2
- To that attendance rates continue to improve, particularly for girls and pupils who have SEN and/or disabilities.
- In a few foundation subjects, teachers do not revisit and build on what pupils have learned previously. As a result, pupils do not fully secure the important knowledge they need. Leaders should ensure that teachers provide sufficient opportunities for pupils to revisit and deepen their learning so that they are better placed to tackle more complex ideas in these subjects.

